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ABSTRACT

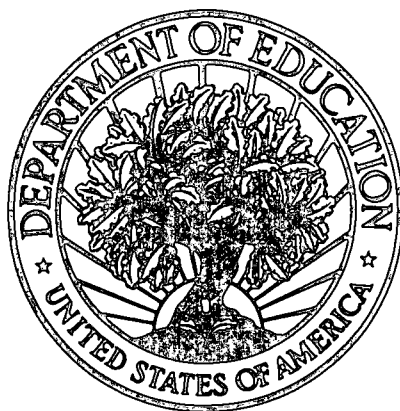
This document lists projects funded under the Department of Education's Fund for the Improvement of Postsecondary Education's (FIPSE) Comprehensive Program from 1995 through 1998. Also included in this edition are abstracts of the three 1998 FIPSE focus competitions: Disseminating Proven Reforms, European Community/United States Joint Consortia, and Controlling the Cost of Postsecondary Education. Projects are listed alphabetically by institution within each year. Each listing includes the grant number, the institution, a brief abstract of the program with its ending date, and contact information (including names, addresses, phone numbers, e-mail addresses, and World Wide Web sites, when available). The special 1998 focus programs are listed separately. (DB)

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ED 426 657

FIPSE PROJECT ABSTRACTS

Comprehensive Program 1995-1998
EC/US Joint Consortia 1998
Controlling the Cost of Postsecondary Education 1998
Disseminating Proven Reforms 1998

FUND FOR THE IMPROVEMENT OF
POSTSECONDARY EDUCATION

U.S. DEPARTMENT OF EDUCATION

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This 1998 edition of the FIPSE Projects Abstracts lists projects funded in the Comprehensive Program from 1995 to 1998. As part of our efforts to disseminate information about recent educational reform, descriptions of projects that ended in August and September 1998 have been retained in this edition. A number of projects have developed home pages to disseminate curricular materials and information. These have been added. For the first time we have also added abstracts for the three 1998 focus competitions: Disseminating Proven Reforms, European Community/United States Joint Consortia, and Controlling the Cost of Postsecondary Education.

As you look through these pages, you may find descriptions of projects that are focussed on issues and challenges currently being faced at your own institution. Project directors are delighted to share with you the results of their grants. They are the best source for the most current curricular materials and evaluations. All project directors are committed to disseminating the results of their projects. More detailed descriptions of each FIPSE project may be found in the Program Book, which is available on our home page at <http://www.ed.gov/offices/OPE/FIPSE/> In addition this home page includes guidelines for other FIPSE competitions and helpful suggestions for submitting competitive proposals.

The FIPSE staff is ready to assist prospective applicants, particularly in the application process. We encourage you to contact the FIPSE office at (202) 708-5750 and speak with a program officer regarding your idea for a project. Phone numbers and e-mail addresses for program officers may be found on the staff directory page. The submission date for Comprehensive Program preliminary applications is mid-October each year and for the 1999 Comprehensive competition is October 21.

We welcome your comments on this publication. You may send e-mail comments to us at frank_frankfort@ed.gov

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December 14, 1998

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November 27, 1998

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51516	Alaska, University of, Southeast	AK
52045	Alabama University of	AL
51783	Arkansas, University of, Little Rock	AR
61283	Arkansas, University of, Little Rock	AR
72084	Arkansas, University of	AR
50605	American Samoa Community College	AS
80148	Arizona, University of	AZ
80389	Arizona, University of	AZ
61115	Arizona, University of	AZ
60299	Arizona State University	AZ
80685	Arizona State University	AZ
71085	Arizona State University	AZ
70096	California, University of, Berkeley	CA
70584	California, University of, Berkeley	CA
61781	California, University of, Davis	CA
70194	California, University of, Davis	CA
70958	California, University of, Davis	CA
52223	California, University of, Irvine	CA
80228	California, University of, Los Angeles	CA
81313	California, University of, Los Angeles	CA
71855	California, University of, Los Angeles	CA
80450	California, University of, Riverside	CA
71568	California State University, Fresno	CA
81263	City College of San Francisco	CA
52180	City College of San Francisco	CA
81418	Coastline Community College	CA
51805	Coastline Community College	CA
77300	Coastline Community College	CA
80093	College of the Canyons	CA
61964	Foothill College	CA
70762	Foothill College	CA
50043	Immaculate Heart College Center	CA
50159	League for Innovation in the Community College	CA
80066	Orange Coast College (J)	CA
61561	San Francisco State University	CA
72025	San Francisco State University	CA
72026	San Francisco State University	CA
60861	Santa Barbara City College	CA
80096	Santa Barbara City College (R)	CA
61492	Sonoma State University	CA
60211	Stanford University	CA
50499	Stanford University	CA

60970	Colorado Community College & Occupational Educ. System	CO
51710	Colorado School of Mines	CO
70050	Colorado School of Mines	CO
80085	Colorado State University (R)	CO
80039	Colorado, University of (J)	CO
80067	Colorado, University of (R)	CO
81638	Colorado, University of	CO
81537	Colorado, University of, Health Sciences Center	CO
60517	Western Interstate Commission for Higher Education	CO
80094	Western Interstate Commission for Higher Education	CO
80649	American Academy for Liberal Education	DC
50549	American Association for Higher Education	DC
80235	American Council of Teachers of Russian	DC
60308	American Council on Education	DC
50022	American Political Science Association	DC
51130	American Studies Association	DC
80340	Association of American Colleges & Universities	DC
80453	Association of American Colleges & Universities	DC
80327	Center for Applied Linguistics	DC
70300	Coalition of Christian Colleges and Universities	DC
71797	Council of Independent Colleges	DC
50269	Delaware, University of	DE
60737	Delaware, University of	DE
80016	Delaware, University of (J)	DE
60237	Wilmington College	DE
60463	Brevard Community College	FL
80017	Nova Southeastern University (R)	FL
70432	Santa Fe Community College	FL
60141	South Florida, University of	FL
51282	Fort Valley State College	GA
80041	Georgia Institute of Technology (J)	GA
60550	Kennesaw State College	GA
70516	Morehouse College	GA
61251	Hawaii, University of	HI
51364	Iowa, University of	IA
70539	Iowa, University of	IA
70520	Kirkwood Community College	IA
61174	Eastern Idaho Technical College	ID
80057	Columbia College Chicago	IL
50413	Depaul University	IL
61726	Governors State University	IL
80022	Harold Washington College (J)	IL
70318	Illinois, University of, Chicago	IL
71268	Illinois, University of, Chicago	IL
50731	Illinois, University of, Urbana	IL

50423	Illinois Institute of Technology	IL
60293	Illinois Institute of Technology	IL
51888	Southern Illinois University, Carbondale	IL
50067	Indiana University-Purdue University at Indianapolis	IN
60198	Indiana University-Purdue University at Indianapolis	IN
80004	Indiana University (R)	IN
80015	Purdue University (J)	IN
80034	Purdue University (J)	IN
50933	Saint Mary's College	IN
60410	Association of Collegiate Business Schools and Programs	KS
70749	Association of Collegiate Business Schools and Programs	KS
70747	Kansas City Public Television 19, Inc.	KS
51210	Kansas State University	KS
71020	Kansas State University	KS
70208	Southwestern Louisiana University	LA
80043	Berkshire Community College	MA
80015	Boston College	MA
60239	Boston University	MA
71722	Boston University	MA
70787	Education Development Center, Inc.	MA
61184	Education Resources Institute	MA
80001	Massachusetts Institute of Technology (J)	MA
80038	Massachusetts, University of, Amherst (R)	MA
70834	Massachusetts, University of	MA
71587	Massachusetts, University of, Lowell	MA
50219	Northeastern University	MA
50322	Northeastern University	MA
70925	Northern Essex Community College	MA
70866	Springfield Technical Community College	MA
70542	Tufts University	MA
71537	Tufts University	MA
60511	Worcester Polytechnic Institute	MA
80001	Johns Hopkins University (P)	MD
51052	Maryland, University of	MD
61181	Maryland, University of	MD
61240	Maryland, University of	MD
70186	Maryland, University of	MD
81014	Central Michigan University	MI
70933	Hope College	MI
71864	Kalamazoo College	MI
60160	Lawrence Technological University	MI
50813	Michigan, University of	MI
70698	Michigan, University of	MI
50769	Michigan, University of, Flint	MI
70157	Michigan State University	MI
70442	Michigan State University	MI
51275	Western Michigan University	MI

52215	Cook County Community Center	MN
50755	Minnesota, University of	MN
51132	Minnesota, University of	MN
70598	Minnesota, University of	MN
50960	St. Cloud State University	MN
71551	St. Olaf College	MN
71861	Missouri, University of	MO
70238	Mississippi, University of	MS
60859	Mississippi Consortium for International Development	MS
50977	Mississippi University for Women	MS
60045	Montana, University of	MT
51073	Montana State University	MT
51070	Albemarle, College of the	NC
50125	Duke University	NC
52022	Fayetteville State University	NC
70820	North Carolina, University of, Chapel Hill	NC
80024	North Carolina, University of (J)	NC
71905	North Carolina State University	NC
50378	St Andrew's College	NC
60229	North Dakota, University of	ND
51449	Nebraska, University of, Kearney	NE
51746	Nebraska, University of, Lincoln	NE
51522	New Hampshire, University of	NH
71226	New Hampshire, University of	NH
71698	New Hampshire, University of, System	NH
51342	New Hampshire College	NH
80027	Bonner Foundation (P)	NJ
51378	Essex County College	NJ
51550	Rutgers University	NJ
61258	Dona Ana Branch Community College	NM
80419	Albany Law School	NY
70602	American Council on the Teaching of Foreign Languages	NY
80536	Bard College	NY
60748	Bard College	NY
80120	City University of New York, Brooklyn College	NY
51898	City University of New York, Brooklyn College	NY
70427	City University of New York, City College	NY
51068	City University of New York, College of Staten Island	NY
50062	City University of New York, Hunter College	NY
60385	City University of New York, Queens College	NY
61506	City University of New York, Queens College	NY
70110	Clarkson University	NY
50608	College Board	NY
60417	Columbia University	NY
70301	Cooper Union for the Advancement of Science and Art	NY

50263	Institute of International Education	NY
51966	New School for Social Research	NY
50091	Rensselaer Polytechnic Institute	NY
71511	Rockland County Community College	NY
60710	State University of New York, College of Technology at Alfred	NY
60125	Syracuse University	NY
70125	Findlay, University of	OH
50860	Miami University	OH
61444	Miami University	OH
50805	Ohio State University	OH
60717	Ohio State University & West Virginia University	OH
60900	Ohio State University	OH
61601	Langston University	OK
71755	Oklahoma, University of	OK
61982	Concordia University	OR
80038	Oregon State University (J)	OR
71751	Oregon, University of	OR
80003	Oregon, University of (P)	OR
52099	Portland State University	OR
80044	Portland State University (P)	OR
52231	Southern Oregon State College	OR
51140	Willamette University	OR
80031	Allegheny University of the Health Sciences (P)	PA
70305	Carnegie Mellon University	PA
71703	Carnegie Mellon University	PA
51619	Cheyney University of Pennsylvania	PA
50675	Dickinson College	PA
50999	Dickinson College	PA
80056	Dickinson College (R)	PA
80032	Eastern College (P)	PA
60883	Indiana University of Pennsylvania	PA
52073	Neumann College	PA
70175	Pennsylvania Institute of Technology	PA
60759	Robert Morris College	PA
50279	Temple University	PA
51374	Villanova University	PA
60938	Westminster College	PA
80506	Colegio Universitario del Este	PR
50625	Rhode Island School of Design	RI
80009	Rhode Island, University of (P)	RI
71289	Benedict College	SC
50382	Clemson University	SC
60456	South Carolina State University	SC
51215	Tri County Technical College	SC
61948	South Dakota State University	SD
61949	South Dakota State University	SD

80014	East Tennessee State University (J)	TN
50795	Fisk University	TN
80092	Roane State Community College	TN
80010	Austin Community College (J)	TX
72027	Center for Occupational Research and Development	TX
70056	Incarnate Word, University of the	TX
52224	North Texas, University of	TX
60288	North Texas, University of	TX
51211	Prairie View A&M University	TX
70120	Prairie View A&M University	TX
71440	Rice University	TX
80013	Southwest Texas State University	TX
80011	Texas A&M University (P)	TX
80586	Brigham Young University	UT
50098	Utah, University of	UT
71688	Utah State University	UT
80040	Utah Valley State College (P)	UT
61401	American Association of Colleges of Pharmacy	VA
70593	College of William and Mary	VA
70348	Lynchburg College	VA
51558	Mary Baldwin College	VA
50216	Norfolk State University	VA
60592	Richmond, University of	VA
60811	Thomas Nelson Community College	VA
80035	Tidewater Community College (P)	VA
50312	Virginia Polytechnic Institute and State University	VA
60201	Virginia Polytechnic Institute and State University	VA
61190	Virginia Polytechnic Institute and State University	VA
61634	Landmark College	VT
61269	Norwich University	VT
71371	Vermont Technical College	VT
70011	Central Washington University	WA
61622	Evergreen State College	WA
50611	Gonzaga University	WA
50940	Heritage College	WA
70684	Higher Education Coordinating Board	WA
50683	Northwest Indian College	WA
50386	Washington, University of	WA
60215	Washington Higher Education Coordinating Board	WA
61591	Alverno College	WI
50459	Wisconsin, University of	WI
60882	Wisconsin, University of, Stevens Point	WI
61725	West Virginia University	WV

1995 Comprehensive Program Grants

P116B52045 Alabama, University of (AL) 1995

Develops "standardized client" cases for use in the training of social workers. This technique, involving the use of nonprofessionals to act out situations commonly encountered in the field, has been widely used in the medical professions to help students learn successful interviewing and treatment techniques before actually participating in field experiences. This proposal would extend the technique to social work, and would produce materials for use by other professional schools. (end date: 8/31/98)

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School of Social Work
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P116B51516 Alaska, University of, Southeast (AK) 1995

Supports rural Native Alaskan students during their first year at the university both academically and through culturally appropriate social structures. Student cohorts will be organized along tribal patterns, and students will be welcomed by and included in local Native Alaskan communities. Academic programs will focus largely on the development of expertise needed by students' home communities such as health science, law enforcement, teacher education, and environmental science. (end date: 8/31/98)

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University of Alaska, Southeast
1332 Seward Avenue
Sitka, AK 99835

P116B51070 Albemarle, College of the (NC) 1995

Develops an intergenerational reading aloud program for student parents and their children. Activities include seminars for reading aloud, storytelling, writing stories and related crafts. Anticipated outcomes focus on bettering college retention rates and grades. (end date: 5/31/98)

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College of the Albemarle
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Elizabeth City, NC 27906-2327

P116B50549 American Association for Higher Education (DC) 1995

Expands the work of the Forum on Faculty Roles and Rewards to include an annual conference, a national clearinghouse, and a publication series focusing on faculty priorities. (end date: 6/30/98)
<<http://www.ido.gmu.edu/aahe/welcome.html>>

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Suite 360
Washington, DC 20036

Pamela Bender
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American Association for Higher Education
One Dupont Circle, NW
Suite 360
Washington, DC 20036

P116B50022 American Political Science Association (DC) 1995

Canvases political science faculty across the country in order to devise syllabi for a model introductory political science course. The new course will depart from tradition by looking at the U.S. not by itself but in comparison with a number of other systems. Syllabi will be evaluated and critiqued in national conferences and distributed to political science departments across the country with particular emphasis on the departments that lead the nation in the production of PhDs. (end date: 8/31/98)

Sheilah Mann
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American Political Science Association
1527 New Hampshire Avenue, NW
Washington, DC 20036

P116B50605 American Samoa Community College (AS) 1995

Develops six new courses for a written Samoan language tract. The goal is to develop writing skills in students' first language so that the students may transfer these skills into English. Course sequence will include composition, creative writing, and a Samoan-to-English transition course. (end date: 7/31/98)

Kathleen Kolhoff
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American Samoa Community College
ASCC Box 2609
Pago Pago, AS 96799

P116B51130 American Studies Association (DC) 1995

Establishes an international Internet linkage for American Studies faculty and scholars. Curricular materials and scholarly resources are among the materials to be exchanged. Several campus test sites are targeted for initial development, including use of multimedia materials for distribution on the World Wide Web. (end date: 6/30/98) The e-mail address for the Crossroads Project is cepacs@guvax.georgetown.edu <<http://www.georgetown.edu/crossroads>

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Jeff Findlay
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English Department
Washington, DC 20057

P116B51783 Arkansas, University of, Little Rock (AR) 1995

Establishes a peer support network to serve adult students. The cornerstone of the project will be the Adult Student Advocacy Center, which will be the campus base of operations for community outreach and recruitment and for academic support activities administered by a staff of current and former adult students. (end date: 7/31/98)

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Ross Hall, 416B
Little Rock, AR 72204-1099

Barbara Silaski
basilaski@ualr.edu
(501) 227-4577
University of Arkansas, Little Rock
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Ross Hall, 416B
Little Rock, AR 72204-1099

P116B52223 California, University of, Irvine (CA) 1994

Implements six integrated art/social studies units representative of six minority groups in the area. The project includes innovative approaches to research and interdisciplinary learning for undergraduates and graduate students, while helping K-12 schools meet new arts education goals. (end date: 8/31/97)

Jill Beck
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University of California, Irvine
School of the Arts, Arts-300
Irvine, CA 92697-2775

P116B51619 Cheyney University of Pennsylvania (PA) 1995

Develops a retention program for underprepared first-year students in which they study academic subjects in intense and highly structured 5-week-long courses. The project will also involve the students' parents/guardians in activities to support their academic success. (end date: 8/31/98)

Gloria Grantham
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Cheyney University of Pennsylvania
Room 315, Wade Wilson Administration Building
Cheyney, PA 19319

P116B52180 City College of San Francisco (CA) 1995

Develops a three-tier, competency-based educational pathway for Community Health Workers. The College, in cooperation with employers, will develop a certificate program, an associates degree program and a 2-yr. 4-yr. transfer program. In addition, the partners will collaborate on a program aimed at the retention, support and advancement of first-level students. The project will help meet the growing need for well-trained community health workers and provide opportunities for postsecondary education to a nontraditional student population. (end date: 8/31/98)

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San Francisco State University
CHWTP/Dept. of Health Education/Gym 308
1600 Holloway Avenue
San Francisco, CA 94132

P116B51898 City University of New York, Brooklyn College (NY) 1995

Strengthens the skills of underprepared students during the core sequence through integration of multicultural materials and a shared inquiry approach. The project includes faculty development associated with curriculum reform to improve access and retention. (end date: 8/31/98)

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CUNY/Brooklyn College
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Brooklyn, NY 11210

P116B51086 City University of New York, College of Staten Island (NY) 1995

Expanding a successful tech-prep model that includes apprenticeships at the secondary and postsecondary level. The expansion results in a broader based "Science Technology" program which focuses on specific technologies at the college. (end date: 8/31/98)

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James W. Sanders
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Staten Island, NY 10314

P116B50062 City University of New York, Hunter College (NY) 1995

Redesigns the core curriculum for math, physics, and chemistry by integrating the three disciplines within a four-semester interdepartmental sequence. The sequence is designed to facilitate reinforcement and transfer of concepts and thereby reduce students' failure rate in the quantitative sciences. (end date: 12/31/98) < <http://www.hunter.cuny.edu> < <http://math.hunter.cuny.edu> <<http://patsy.hunter.cuny.edu:8001/icc.html>>

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P116B50382 Clemson University (SC) 1995

Disseminates to 30 institutions a new approach for teaching non-standard calculus to students of the liberal arts, business, the social sciences, and management. The overarching theme of the course is rates of change and their interpretation in real-life situations. The course materials are data-driven, technology-based and constructivist. (end date: 8/31/98)

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P116B51805 Coastline Community College (CA) 1995

Produces a CD-ROM-based "Virtual Biology Laboratory" for use in distance education biology courses. The VBL will include a series of interactive learning experiences and exercises that will simulate doing experiments in a laboratory. (end date: 8/31/97)

Peter Vander Haeghen
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Coastline Community College
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Fountain Valley, CA 92708

P116B50608 College Board (NY) 1995

Develops K-16 foreign language classroom standards, curricular models and embedded assessment strategies. Builds on the FIPSE funded Articulation and Achievement initiative. The project will be conducted in partnership by ACTFL, The College Board, and the New England Network of Academic Alliance. (end date: 8/31/97)

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Brookline, MA 02146

Karen Masers-Wicks
kwicks@collegeboard.org
(617) 730-2429
College Board
45 Columbus Avenue
New York, NY 10023-699

P116B51710 Colorado School of Mines (CO) 1995

Consolidates three traditional junior-level lab courses in three engineering disciplines (materials science, fluid engineering, electronic systems control) into a single, interdisciplinary, year-long lab course using group-oriented methods and "discovery" exercises. Dissemination to several adapting sites is built into the project. (end date: 8/31/98)

Robert King
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(303) 273-3305
Colorado School of Mines
Division of Engineering
Golden, CO 80401

P116B52215 Cook County Community Center (MN) 1995

Develops a plan to bring higher educational services to a remote rural Minnesota county. The project would include on-site college courses with local adjunct faculty as well as distance learning. Regional colleges will cooperate with local officials in this project. (end date: 8/31/98)

Jean Marie Modl
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Cook County Community College
Economic Development Authority
P.O. Box 57
Grand Marais, MN 55604

P116B50269 Delaware, University of (DE) 1995

Expands, refines, and enhances the data collection instrument and research methods used to study instructional cost and productivity. The results of this work will provide data and tools for academic planners to maximize use of resources, thereby containing cost and keeping higher education affordable and accessible. (end date: 6/30/98)

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P116B50413 DePaul University (IL) 1995

Employs foreign study, language across the curriculum, and the study of Spanish to prepare undergraduates for international tracks in the schools colleges of law and commerce. Program is designed to link students with expanding employment opportunities in international law and commerce in Spanish speaking countries, and will include coordination with graduate programs at the university's business and law schools. (end date: 8/31/98)

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College of Law
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P116B50675 Dickinson College (PA) 1995

Disseminates "Workshop Mathematics" curricula and pedagogical methods for three types of introductory courses: Quantitative Reasoning, Statistics with Applications, and Calculus with Review (a preparatory course for Calculus). These "lecture-less" courses use technology, group processes, and discovery techniques to introduce less-prepared students to mathematical concepts. (end date: 9/30/98)

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Dickinson College
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Carlisle, PA 17013

P116B50999 Dickinson College (PA) 1995

Develops and disseminates a sequence of introductory laboratory courses in physical science that may be used in teacher education programs, general studies for non-science majors, and programs promoting positive attitudes toward science. The hands-on Workshop Physical Science program is designed to improve college students' mastery of concepts and to give scientific investigation greater appeal. (end date: 8/31/98) <<http://physics.dickinson.edu>>

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P116B50125 Duke University (NC) 1995

Creates, implements, and evaluates a teaching portfolio system for the faculty of the Duke University Medical Center. The intent is to create a means for recognition and reward of educational activity and to integrate such evaluation into review for promotion and tenure. (end date: 9/30/98)

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P116B51378 Essex County College (NJ) 1995

Seeks to develop a program to improve the academic achievement of minority students in conjunction with a research university, a technical college, and a high school. The program will entail articulation of curricula and inter-institutional learning communities. The targeted disciplines will be English, history, mathematics, natural sciences, business and accounting. (end date: 9/28/98)

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Lillian Robbins
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Rutgers University
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Newark, NJ 07102

P116B52022 Fayetteville State University (NC) 1995

Uses talented college students to provide a program of academic support to underserved, underprepared students in the local schools. This school-college collaboration project, with a strong community service component, is designed to improve access to postsecondary education for a growing population of "at risk" students. (end date: 9/30/97)

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Fayetteville State University
Public Education Outreach
Fayetteville, NC 28301

P116B50795 Fisk University (TN) 1995

Developes and disseminates a new core curriculum with the guidance of interdisciplinary faculty teams. Curriculum reform and pedagogical reform come together to create a curriculum that emphasizes multiculturalism and embeds "skills" acquisition across the curriculum. (end date: 9/30/98)

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P116B51282 Fort Valley State College (GA) 1995

Establishes a two-tiered tutoring program involving preservice mathematics teachers and students of pure math. These students will provide face-to-face tutorial assistance to freshmen in remedial math courses and will also provide local middle and high school students help via a math telephone hotline. The underlying theory is that through working with both sets of students, the tutors will enhance their own understanding of mathematical concepts and also convey them more successfully to the undergraduates in need of remediation. Project will measure learning outcomes of the students in remediation as well as the tutors. Project will also measure the retention rates of students in remediation. (end date: 8/31/98)

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Fort Valley, GA 31030

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P116B50611 Gonzaga University School of Law (WA) 1995

Develops and implements eight elective "skills labs" attached to popular second and third year law courses. The labs are designed to provide students with practical, hands-on experience in legal practice related to the course material, as called for in a recent ABA report on reform of legal education. Labs will be jointly developed by law faculty and practitioners. (end date: 8/31/98)

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P116B50940 Heritage College (WA) 1995

Teams with Head Start agencies to develop a training program for paraprofessionals in social work. This training will be the first step in a career ladder leading to a bachelor's or master's degree. The project's goal is to improve access to postsecondary education for the region's large Hispanic and Native American populations and to increase the capacity of those groups to serve as bilingual/bicultural social workers. (end date: 8/31/98)

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Kristi Woodard
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P116B50423 Illinois Institute of Technology (IL) 1995

Develops a 2+2+2 curriculum in manufacturing technology that will encourage more AA and AS degree holders to pursue a 4-year degree by ensuring full transferability. (end date: 8/31/98)

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P116B50731 Illinois, University of (IL) 1995

Brings together the talents of undergraduates in engineering and other applied disciplines with graduate students in library and information science. Working together on capstone projects, these students will apply new information tools to organizational problem solving and in researching solutions to complex manufacturing and other design tasks. (end date: 6/30/98)

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501 East Daniel Street
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P116B50043 Immaculate Heart College (CA) 1995

Implements project ICONS, an international negotiation simulation project, in the community college setting. The model will be adapted to focus on topics of relevance to community college students, including international business and environmental policy issues. The project will involve teams of students from 2 community colleges. (end date: 8/31/98)

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Immaculate Heart College
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Los Angeles, CA 90020

P116B50067 Indiana University - Purdue University at Indianapolis (IN) 1995

Revises an interdisciplinary introductory engineering course to emphasize product development and manufacturing, and to feature hands-on active learning, in place of the theoretical introduction to electrical and mechanical engineering and mathematics that had formerly been offered. In partnership with a local electronics factory, the course enables students to design and fabricate their own products. (end date: 7/31/98)

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P116B50263 Institute of International Education (NY) 1995

Expands the North American Regional Academic Mobility Program (RAMP), which establishes trilateral institutional linkages, by developing a faculty exchange component in which faculty collaborate in developing new North American curricula in the fields of business, engineering and environmental studies. It is anticipated that increased faculty involvement will increase U.S. student participation in student exchanges. (end date: 9/30/96)

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Institute of International Education
809 United Nations Plaza
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P116B51364 Iowa, University of (IA) 1995

Creates a multimedia software program entitled "Art and Life in Africa" to be used for the study of African art and culture. The program will emphasize the study of art in its African contexts and will include images gathered from the Stanley Collection at the University's Museum of Art as well as the contributions of a variety of scholar/consultants. (end date: 8/31/98)

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P116B51210 Kansas State University (KS) 1995

Uses distance learning technologies to deliver a curriculum in dietetics to place-bound undergraduates and practicing dietitians seeking continuing education. The project's aim is to increase institutional productivity by using telecommunications to overcome geographic boundaries which limit student access to postsecondary education. (end date: 8/31/98)

Department: < <http://www.ksu.edu/humec/hrimd.html> >

Division of Continuing Education: <<http://www.dce.ksu.edu/dce/as/dietetics.html>>

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P116B50159 League for Innovation in the Community College (CA) 1995

Develops guidelines for creating, expanding, or modifying tech-prep programs by distilling common elements from 12 nationally-recognized, successful programs. These common elements will be tested at new sites, then disseminated nationally. (end date: 8/31/98) <<http://www.league.org>>

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P116B51558 Mary Baldwin College (VA) 1995

Expands and disseminates a prison GED/college program using a sequence of three courses and focusing on study skills and quantitative methods. Based on a pilot project, the college hopes to disseminate the results at the conclusion of the grant period. (end date: 8/31/97)

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Staunton, VA 24401

P116B51052 Maryland, University of (MD) 1995

Designs software tools that integrate maps, images, and statistical data (i.e., a multimedia database) to improve instruction of geography and trends in urban environments. The software will engage suburban students in the use of spatially detailed data about their own region and is expected to improve their understanding of urban landscapes generally. (end date: 6/30/98)

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College Park, MD 20742

P116B50860 Miami University (OH) 1995

Explores ways of increasing expectations for students' academic efforts. The project brings together campus practitioners from a wide range of institutional types to discuss this issue both generally, and as it affects their own campuses. Strategies for improving students' academic efforts will be studied, and plans to implement these strategies will be developed. (end date: 8/31/96)

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Miami University
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Oxford, OH 45056

P116B50813 Michigan, University of (MI) 1995

Evaluates an undergraduate research program that has been very successful in increasing student retention and academic performance. This project is designed to measure the impact of various activities related to the project to identify which are most important to the success of the project. The project examines the behavior of both current students and recent graduates. (end date: 8/31/98)
<<http://www.umich.edu/~urop/Home.html>>

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Ann Arbor, MI 48109

P116B50769 Michigan, University of, Flint (MI) 1995

Develops a sequence of five new courses for pre-service elementary education students, three in science and two in math, all of them interdisciplinary, integrated, and using model pedagogy. Also included are in-service training and a governance structure involving college and school faculty as well as outside experts. (end date: 8/31/98)

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Department of Mathematics
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P116B50755 Minnesota, University of (MN) 1995

Develops a program of engineering design across the mechanical engineering curriculum, beginning in the lower division. Featuring links with industry, feeder schools, and other disciplines, the program uses technology to bring the student from analysis through design to prototype fabrication, thus increasing the realism of students' experiences. (end date: 8/31/98) <<http://www.me.umn.edu:70/1/home/wkdurfee>>

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P116B51132 Minnesota, University of (MN) 1995

Changes the student life and co-curriculum structure of a group of institutions to improve the quality and frequency of participation by disabled students. The project is expected to increase the persistence of disabled students by providing an improved campus climate. (end date: 8/31/98)

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P116B50977 Mississippi University for Women (MS) 1995

Develops an integrated retention and student services model that fosters close cooperation between academic and student affairs personnel. All students will be tracked carefully each year. Faculty and staff will be trained as advisors and instructors for new University 101 and 301 courses. (8/31/98)

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Mississippi University for Women
P.O. Box W-1603
Columbus, MS 39701

P116B51073 Montana State University (MT) 1995

Incorporates Geographic Information Systems technology into the business curriculum. After a training workshop, business faculty will develop GIS modules for several courses in the business program. The goals of the project include improving students' analytic skills and better preparing them for the workforce. A further goal is to better link the curriculum with workplace applications and students will be involved in solving actual business problems using GIS technology. (end date: 8/31/98)

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P116B51449 Nebraska, University of (NE) 1995

Develops and tests an activity-based lab sequence for algebra-based college physics using the new calculator-based laboratory system from Texas Instruments to collect and analyze data. (end date: 8/31/98)

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Kearney, NE 68849-1160

P116B51746 Nebraska, University of (NE) 1995

Expands faculty evaluation to include student performance measures as part of a peer review process. Each year, eight faculty fellows develop projects in their own departments. (end date: 8/31/98)

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P116B52073 Neumann College (PA) 1995

Disseminates a successful intergenerational literacy program that is built upon the dual foundation of cognitive and service learning theories. Under the model, parents and future teachers are teamed together as partners in an interactive, volunteer tutoring team for elementary school children. (end date: 8/31/98)

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P116B51522 New Hampshire, University of (NH) 1995

Implements and evaluates a new academic program in college teaching for doctoral students, leading to either a master of science in teaching or a formal academic option in college teaching to add to their PhDs. Either program is designed to be completed over the 5-6 year period of doctoral study. (end date: 8/31/98)

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P116B51342 New Hampshire College (NH) 1995

Redesigns the undergraduate curriculum to deliver a bachelor of science degree in three years. General education and humanities, interdisciplinary approaches to learning, student readiness for post-graduate study, and a nine-month calendar are important features of the redesign. (end date: 8/31/98)

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New Hampshire College
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P116B51966 New School for Social Research (NY) 1995

Addressing two important issues, the project develops a faculty development program for adjunct faculty to use computer conferencing and distance delivery effectively. Faculty will learn several new teaching strategies and develop new courses -- all via the computer conferencing format. (end date: 8/31/98)

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New School for Social Research
66 West 12th Street
New York, NY 10011

P116B50216 Norfolk State University (VA) 1995

Develops three team-taught courses in mathematical modeling which combine science and math in practical, problem-oriented ways. The objective is to provide motivator and skills builders for minority students to stem their exodus from science and math-oriented majors. (end date: 8/31/98)

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Norfolk State University
Mathematics Department
Norfolk, VA 23504

P116B52224 North Texas, University of, (TX) 1994

Develops computer-adaptive testing methodologies to improve measurement of osteopathic trainees' disease-specific diagnostic capabilities. The work of the licensing board is based on well established theories, pilot tests, strong investigator credentials and unquestioned institutional support. (end date: 8/31/97)

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Health Sciences Center
3500 Camp Bowie
Fort Worth, TX 76107-2699

P116B50219 Northeastern University (MA) 1995

Integrates general education and the major by having faculty in the major assume responsibility for the shared goals of undergraduate general education. The project offers a model for creating a mutually reinforcing relationship between the major and general education at large universities where disciplinary education and general education are commonly distinct and separate. (end date: 8/31/98)

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Colleen Pantalone
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Boston, MA 02115

P116B50322 Northeastern University (MA) 1995

Explores the implementation of "In the French Body" and "In the German Body" in a wide range of foreign language courses and at a variety of institutional types. This experimental language curriculum uses interactive video materials to teach both verbal and non-verbal communication skills. (end date: 8/31/98) <<http://face-to-face.org/>>

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P116B50683 Northwest Indian College (WA) 1995

Implements a program in which tribal extension campuses educate Native American community members for career employment within their own communities. A two-year tribal administration degree program will be established and articulated with a four-year program at Evergreen State College. Students will be recruited from local high schools and from among tribal staffs. (end date: 9/30/98)

Jeffrey Hamley
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Northwest Indian College
2522 Kwina Road
Bellingham, WA 98226-9217

P116B50805 Ohio State University (OH) 1995

Develops multimedia computer-adaptive proficiency tests in French, German and Spanish. The instruments will use authentic materials, and will permit measurements of reading, listening and grammar in context. They will also permit self-assessment and will contain prompts for holistic assessment of writing and speaking. (end date: 8/31/97) <<http://www/cuhums.ohio-state.edu/flc/>>

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P116B52099 Portland State University (OR) 1995

Trains 15 faculty to redesign large enrollment classes using a variety of educational technologies. The project is intended to improve students' experiences in large classes; to establish an infrastructure on campus for the widespread implementation of technology; and to evaluate the effectiveness of educational technology on student learning as well as its overall cost-effectiveness. (end date: 12/31/98) <<http://clas.www.pdx.edu/edtech/default.html>>

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P116B51211 Prairie View A & M University (TX) 1995

Implements a retention program for pre-clinical nursing students. Project activities are directed toward stress reduction, improved reading comprehension, and mastery of strategies for learning nursing concepts. In the third year, four other historically Black colleges and universities will join the project. (end date: 8/31/98)

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Prairie View A&M University
6436 Fannin Street
Houston, TX 77030

P116B50091 Rensselaer Polytechnic Institute (NY) 1995

Institutes an in-service, content-based summer M.S. program for high school science, math and technology teachers. Emphasis will be on technology use, proven pedagogical techniques and up-to-date content. The degree will take three summers and features year-round electronic communication between students and faculty. (end date: 8/31/98) <<http://www.rpi.edu/dept/naturalsci/MSNatSci.html>>

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Rensselaer Polytechnic Institute
Department of Math Sciences
110 Eighth Street
Troy, NY 12180-3590

P116B50625 Rhode Island School of Design (RI) 1995

Addresses both leadership and resource issues in art education by linking the RISD with local and regional school systems. This partnership will provide for professional development for K-12 art teachers and will lead to a meaningful, attainable and replicable strategy for integrating the newly established national standards in the arts into the curriculum. (end date: 8/31/98) <<http://www.risd.edu>>

Paul Sproll
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Rhode Island School of Design
2 College Street
Providence, RI 02903

P116B51550 Rutgers University (NJ) 1995

Trains faculty in grading and student assessment. Project will develop materials (both text and CD-ROM) that faculty can use to develop and improve their grading practices. The materials will consist of a set of grading principles, a summary of technical issues in assessment, and illustrations of how the principles and technical issues can be applied to classroom situations. (end date: 8/31/98)
<<http://www.gse.rutgers.edu/fipse/>>

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New Brunswick, NJ 08903

P116B51888 Southern Illinois University (IL) 1995

Develops a program in Irish and Irish Immigration Studies through faculty exchanges, symposia, summer workshops and curricular development. An Irish Studies database will be developed for Internet access. Several interdisciplinary courses will be developed. (end date: 8/31/98)

Charles Fanning
(618) 453-6851
Southern Illinois University
Department of English
Carbondale, IL 62901-4503

P116B52231 Southern Oregon State College (OR) 1995

Develops and implements programs in three disciplines (foreign languages, sociology, and communications) leading to a 3-year baccalaureate degree. The project is part of a system-wide effort to find ways to accelerate time to degree. (end date: 8/31/98)

Jonathan Lange
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Southern Oregon State College
Oakland, OR 97520

P116B50378 St. Andrew's College (NC) 1995

Designs a comprehensive, multidisciplinary degree program to train therapeutic riding specialists. The program will include instruction in special education and psychology, and will also offer a special focus in therapeutic riding stable management. St. Andrews' reputation and resources for providing academic and other support services to students with physical and learning position the college uniquely to offer the first college-level preparation program in this growing field. (end date: 8/31/98)

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St. Andrew's College
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8088 McLeod Road
Laurinburg, NC 28352

P116B50960 St. Cloud State University (MN) 1995

Integrates the two disciplines of elementary and special education into an inclusive teacher education program. The project will strengthen college-school partnerships by including teachers in all activities. (end date: 8/31/98)

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St. Cloud, MN 56301

P116B50933 St. Mary's College (IN) 1995

Develops a model for student and academic affairs teams to work together on specific campus issues through a study of leadership. The project includes the establishment of campus teams, conferences, and collaboration with five other women's colleges. (end date: 6/30/98)

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Georgeanna Rosenbush
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Notre Dame, IN 46556

P116B50499 Stanford University (CA) 1995

Develops a multidisciplinary component to the law school's Community Environmental Project, consisting of a legal clinic, a seminar, and a short introductory course. The objective is to help students from a variety of academic majors learn how they can collaborate to assist local communities in resolving environmental problems. (end date: 8/31/98) <<http://www-leland.stanford.edu/group/envt>>

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(415) 723-2518
Stanford University
Law School
M/C 8610
Stanford, CA 94305-8610

P116B50279 Temple University PA (1995)

Increasing the representation of women in the field of engineering is an obvious and pressing national need. This project will develop and disseminate materials written by the top educators in the field that promise significant help for all engineering schools trying to increase the participation of women. (end date: 8/31/97)

Morris Vogel
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(215) 204-3744
Temple University
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Philadelphia, PA 19122

P116B51215 Tri-County Technical College (SC) 1995

Develops a curriculum-integrated approach to achieving information literacy for students preparing to enter the workforce and for faculty members who instruct them. The curriculum reform/faculty development project is designed to serve the workforce training and lifelong learning needs of technical/community college students (end date: 8/31/98)

Steve Walter
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(803) 646-8631 ext 2253
Tri-County Technical College
P.O. Box 587
Pendleton, SC 29670

P116B50098 Utah, University of (UT) 1995

Reponds to a shortage of lab facilities for the General Chemistry course on campus and enriches the various of the course delivered across the state via technology by creating chemistry lab programs that can be held in a student's kitchen. Twenty-four experiments will be developed along "discovery learning" guidelines. Pre- and post-lab sessions will be available on interactive television. (end date: 8/31/98)

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Thomas Richmond
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P116B51374 Villanova University (PA) 1995

Reforming a calculus course for business and social science students by resequencing topics, introducing the use of journals, and incorporating student-generated projects and other problem-based activities. The new course is expected to prepare students better for later courses and for the workforce. (end date: 8/31/98) <<http://renoir.vill.edu/faculty/brucepj/html/fipse/fipse.html>>

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P116B50312 Virginia Polytechnic University and State University (VA) 1995

Develops electronic versions of two introductory philosophy courses--Knowledge and Reality and Language and Logic. The project includes multimedia modules, list servers, electronic discussions groups and e-mail. The purpose of the project is to provide students with an alternative to large impersonal classes. (end date: 8/31/97) <<http://mind.phil.vt.edu/www/1204.html>> <<http://truth.phil.vt.edu/>> <<http://server.phil.vt.edu/miller/hbm1504.html>>

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P116B50386 Washington, University of (WA) 1995

Develops the Mentoring Training Portfolio, a transportable training program for mentoring women in science and engineering. The project will provide materials for mentors, mentees, and other interested parties designed to increase representation of women in science-based careers. (end date: 8/31/98) <<http://www.engr.washington.edu/~wieweb/>>

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Box 352135
Seattle, WA 98195

P116B51275 Western Michigan University (MI) 1995

Expands the science requirement for pre-service elementary education students to 7 courses, all of which embody an investigational, constructivist, lab-rich methodology based on the latest research about effective science teaching. The project is a collaboration among education and science faculty. (end date: 8/31/98) <<http://www.wmich.edu>> <<http://www.wmich.edu/science>>

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Western Michigan University
Department of Science Studies
Kalamazoo, MI 49008-5033

P116B51140 Willamette University (OR) 1995

Trains second-year law students to tutor first-year students in the basic Legal Writing and Research course. Rather than using as tutors students who rank at the top of their class, Willamette will use students who completed the course successfully but with some difficulty, thereby enabling them to reinforce, through tutoring, skills needed to become successful lawyers. (end date: 8/31/97)

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(503) 370-6080
Willamette University
College of Law
245 Winter Street, SE
Salem, OR 97301

P116B50459 Wisconsin, University of (WI) 1995

Expands a faculty development model for stimulating curricular and pedagogical reform. The model has been piloted in the College of Engineering for 2 years and will expand to include agriculture and the physical sciences. Faculty are formed into cross-disciplinary teams for training and support one another in carrying out improvements in their teaching. (end date: 8/31/98)

<http://www.wcer.wisc.edu/Projects/Beyond_K-12_Education/Process_for_Curriculum_Reform>

95list.abs

November 27, 1998

1996 Comprehensive Program Grants

P116B61591 Alverno College (WI) 1996

Extends an interdisciplinary program using reflective self-evaluation techniques to help students appraise and improve their own learning skills during the transition from general education to foundational disciplinary courses. The project will establish a consortium to encourage teachers and students in the application and evaluation of reflective self-assessment. (end date: 8/31/99)

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(414) 382-6084
Alverno College
P.O. Box 343922
Milwaukee, WI 53234-3922

P116B61401 American Association of Colleges of Pharmacy (VA) 1996

Disseminates a FIPSE project that originally implemented ability-based education and outcomes assessment at three schools of pharmacy. The project would support mentors from the three mentoring institutions to work with and conduct site visits for implementing ability-based education at eight other schools at a time when the field of pharmacy is implementing the Pharm. D professional degree nationally. Additional conferences and dissemination activities will be planned through the national association. (end date: 9/30/98)

Susan M. Meyer
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(703) 739-2330
American Association of Colleges of Pharmacy
1426 Prince Street
Alexandria, VA 22314-2841

P116B60308 American Council on Education (DC) 1996

Increases the effectiveness and promotes the spread of "foreign language across the curriculum" options to 27 institutions. Each of the 8 mentor institutions will work with 3-6 adapting institutions to help implement FLAC options on their campuses. The project explores inter-institutional cooperation, resource sharing, and use of new technologies to make these initiatives more cost effective than they have previously been. The project will add substantially to the FLAC research base and our knowledge of the factors that contribute to or inhibit success in this area. (end date: 8/31/99)

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American Council On Education
One Dupont Circle, N.W.
Washington, D.C. 20036

P116B61115 Arizona, University of (AZ) 1996

Develops and implements a system by which faculty rewards will be tied to faculty success in achieving desired student learning outcomes at the new Arizona International Campus of the University of Arizona. Faculty will be fully and collaboratively engaged in their own evaluation and will take ownership for the new campus's learner-centered, interdisciplinary curriculum. (end date: 8/31/99)

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University of Arizona
Arizona International Campus
101 S. Stone Avenue, Suite 200
Tucson, AZ 85701

P116B60299 Arizona State University (AZ) 1996

Develops a four-course minor in entrepreneurship for undergraduate students from all academic majors. The curriculum will be jointly developed and taught by an interdisciplinary group of business and nonbusiness faculty, together with industry representatives. In addition to classroom work, the minor includes an internship with a local small business. The project responds to the significant interest of nonbusiness majors (e.g., engineers, artists, etc.) in starting businesses related to their academic interests and the need to prepare them to do this successfully. The project will involve substantial participation from local business people in all aspects of the program, including curriculum development and implementation, and as internship sponsorship and mentors. (end date: 2/28/98)

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Center for the Advancement of Small Business
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Tempe, AZ 85287-4006

P116B61283 Arkansas, University of, Little Rock (AR) 1996

Forms teams of undergraduates and faculty from UALR and three other colleges in the city for collaborative work in solving problems identified by the community. Joining forces with local community members, the teams, representing a culturally diverse group of postsecondary institutions, engage in service learning activities which combine theory and practice, provide cross-cultural experiences, teach teamwork, and encourage lifelong commitment to community improvement. Faculty development on integrating service learning into the curriculum is a key component of the project. (end date: 8/31/99)

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Campus and Community Partnerships
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Little Rock, AR 72204

P116B60410 Association of Collegiate Business Schools and Programs (KS) 1996

Improves the quality and integrity of business education at black colleges and universities through a mentorship program that starts these institutions on the path towards accreditation. A one-year planning grant will enable ACBSP to identify unaccredited institutions which would be helped by participation in a mentoring program. (end date: 8/14/97)

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Assoc. of Collegiate Business Schools and Programs
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Overland, KS 66211

P116B60748 Bard College (NY) 1996

Establishes a student exchange program between Bard College and six universities in southern Africa. The exchange is built around a new major in Democracy and the Civil Society, and participating students from both continents will take a core sequence at Bard on "Rights and Liberties." Students spend one year at a university on the continent other than their own in furtherance of their studies.
(end date 8/31/99)

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Program in International Education
Bard College
Annandale-on-the-Hudson, NY 12504

P116B60239 Boston University (MA) 1996

Establishes CityLab Academy, a nine month postsecondary program for economically disadvantaged high school graduates interested in pursuing a career and education in the biomedical sciences.
(end date: 8/31/99)

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P116B60463 Brevard Community College (FL) 1996

Provides faculty with the set of skills necessary to develop quality on-line distance learning courses. The heart of the program is an on-line professional development program to promote collaborative, competency-based learning. Other activities will include a faculty partnering program, an on-line help forum, and faculty peer monitoring. The program will train most of Brevard's faculty and soon the College will offer eleven different degree programs on-line. (end date: 8/31/99)

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(407) 632-1111 ext 62326
Office of Distance Learning for BCC and University of Central Florida, Cocoa
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32911

P116B61781 California, University of, Davis (CA) 1996

Develops a three-unit undergraduate honors seminar that will engage students in collaborative, multi-disciplinary explorations of complex contemporary problems. A series of workshops on collaborative learning, group dynamics, team building strategies, and information technology will provide faculty members with the skills they need to lead the seminars. Graduate students who intend to follow careers in teaching also will be included. The project will foster close ties with the professional/business community by drawing on it for experience and advice in the development of the program.
(end date: 8/31/99)

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University of California, Davis
Davis Honors Challenge
Davis, CA 95616

P116B60385 City University of New York, Queens College (NY) 1996

Develops new modules for integrating into the academic culture new ESL students and the part-time, marginalized faculty who teach them. Teams of ESL and mainstream faculty are developing academic communities of two or three linked courses. ESL courses are paired with general education required courses. Teaching assistants tutor students individually and serve as leaders of "talk groups" of native and non-native speakers of English. Freshmen are thus introduced to new technologies and information systems and to the cultural life of the College. (end date: 8/31/99)

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P116B61506 City University of New York, Queens College (NY) 1996

Develops software which makes both major social science data bases (e.g. General Social Survey) and data analysis tools available to beginning users in research methods courses. The project moves students away from datasets which often appear contrived and sometimes are. Students are challenged to locate, extract, and analyze "real" data. A keyword-searchable bibliography is created to help students locate studies which concern topics or use databases similar to those under investigation. Using the World Wide Web students share and compare data analyses and interpretations. At least five colleges will collaborate in this project which includes technical support to the institutions and the training of their faculty on use of the new software. (end date: 8/31/99)

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P116B60970 Colorado Comm. College and Occupational Education System (CO) 1996

Creates and implements a complete system of electronic instructional and student services products intended to serve students enrolling in the new Colorado Electronic Community College, which will deliver associates degree programs that are asynchronous and self-paced. Students will be able to access systems devoted to admissions and registration, advising, skills assessment, library resources, and many other services. (end date: 8/31/99) <<http://www.cccoes.com>>

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P116B60417 Columbia University (NY) 1996

Seeks to correct the mismatch between the settings in which medical students usually have their clinical experience (hospitals) and the settings in which they are most likely to practice as physicians (private offices, clinics, etc.). The Office-Based Mentoring Program addresses the educational needs not only of medical students but also those of the experienced practitioners (preceptors) to whom the students are assigned for clinical practice. Retraining of the preceptors is designed to facilitate their shift from a hospital-based model in which a physician simultaneously teaches several students on hospital rotations to a model providing individual students with guidance in an office setting. Over 100 students will be served. Their preceptors will participate in faculty development workshops organized around material in a 10-chapter teaching handbook and other resources developed by project personnel. (end date: 8/31/99)

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Office of Scholarly Resources
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P116B61982 Concordia University (OR) 1996

Provides faculty and staff training to develop and implement an integrated core of academic coursework delivered via electronic networks to a ten-campus, nationwide consortium of liberal arts colleges serving over 15,000 students. (end date: 8/31/99)

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P116B60737 Delaware, University of (DE) 1996

Modifies the problem-based learning (PBL) model, typically used in small classes, for use in large science classes. This is made possible with the support of trained, closely supervised undergraduate and graduate tutors/facilitators who are required to enroll in a 2-credit course on pedagogical methods. The project produces a manual for tutor trainers and a teaching video to accompany the "Tutorial Methods of Instruction" course. (end date: 8/31/99)

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P116B61258 Dona Ana Branch Community College (NM) 1996

Provides Spanish language skills training for Spanish native speakers in a US-Mexico border economy. Interweaves Spanish language skills development with training in occupational and technical fields. Creates a certificate of Spanish proficiency within business occupations, secretarial administration, health occupations, and technical studies. (end date 8/31/99)

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Las Cruces, New Mexico 88003-8001

P116B61174 Eastern Idaho Technical College (ID) 1996

Creates a regional Solutions Center that will link 23 high schools with the resources of postsecondary institutions and industry throughout the State of Idaho. Students and faculty will identify community problems, many of them agricultural, and then coordinate problem-solving projects by the high schools that foster economic development. The project will link communities with needed technical expertise, and offer high school and college students work experience and training in basic workplace skills. (end date: 8/31/99)

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Idaho Falls, ID 83404

P116B61184 Education Resources Institute (MA) 1996

Brings together secondary schools, postsecondary institutions, and employers to improve high school-college-work transition. Pilot courses at high schools and colleges will integrate career exploration and work experiences. (end date: 8/31/99)

Jennifer Kilson-Page
(617) 536-0200
Education Resources Institute
Higher Education Information Center
330 Stuart Street
Boston, MA 02116

P116B61622 Evergreen State College (WA) 1996

Extends Evergreen's Washington Center model of learning communities to twenty institutions of higher education. Each adapting institution will establish a leadership team, develop a self-assessment process, participate in a summer institute, and work with consultants from Evergreen State College. A national conference in the third year will showcase the participating institutions as case studies of how to sustain curricular innovation. (end date: 9/30/99)

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Olympia, WA 98505

P116B61964 Foothill College (CA) 1996

Creates study teams in developmental and introductory courses for undergraduate minority students. The project would train faculty leaders and student facilitators. First year and development courses would be clustered to allow for rescheduled study labs. (end date: 2/28/98)

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P116B61726 Governors State University (IL) 1996

Develops a competence-based, distance-learning, bachelor's degree completion program targeting adult learners nationwide. The program will target adults with two year degrees who live in areas not served by four year colleges or who find it difficult to attend traditional programs. GSU will collaborate with local community colleges and corporations to deliver needed coursework and student services, usually through telecommunications and other computer technology. (end date: 8/31/99) <<http://www.govst.edu/bog>>

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Governors State University
Board of Governors Degree Program
Room 1418
University Park, IL 60466

P116B61251 Hawaii, University of (HI) 1996

Establishes a training model in the pedagogy and logistics of immersion language teaching, both for heritage languages as well as foreign languages. This is a model tuned to the logistical challenges of staffing qualified immersion teachers in that it has both pre- and in-service training components, and in that it will explore the use of distance technologies to provide continuing support to teachers. The project will work in tandem with the University's National Foreign Language Center to test and disseminate the model nationwide. (end date: 8/31/99)

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P116B60293 Illinois Institute of Technology (IL) 1996

Develops a 3-5 course engineering sequence on invention and design intended to foster students' creativity from an early stage in their academic careers. The courses are project oriented and based on the architecture studio model. Students will take these courses throughout their sophomore, junior and senior years, together with interdisciplinary seminars focusing on the social, legal, ethical and business aspects of design and invention. Industry representatives will be involved as project advisors and adjunct faculty. (end date: 8/31/99)

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P116B60883 Indiana University of Pennsylvania (PA) 1996

Evaluates the effectiveness of using distance learning technology to supervise pre-service and in-service teachers while they are in their practica. University supervisors work with teachers and pre-service teachers in designing a video conferencing plan and on an observation and conferencing scheme. Project will ideally lead to decreased expenses related to supervision of practica, increase numbers of supervised observations of pre-service teachers, increased contacts between pre-service teachers and their supervisors, and a decrease in the amount of time spent traveling to distant student practica sites by supervisors. (end date: 8/31/99)

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P116B60198 Indiana University-Purdue University at Indianapolis (IN) 1996

Develops an integrative, cross-disciplinary engineering design course focusing on the study of electric vehicles. The course will be taught to a combined class of electrical engineering and engineering technology students, who will work together on design teams that model real world collaboration. The course will be based on a "just in time" philosophy in which technologies are introduced as they are needed. (end date: 8/31/99)

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P116B60550 Kennesaw State College (GA) 1996

Develops and tests a two-course sequence which integrates concepts from calculus and statistics. This is done with a special focus on problems related to the environment, population growth, and economics, topics which have proven to be motivational for students in the college's earlier projects in mathematics instruction. Commonly used analytical tools are developed from algebra, calculus, and statistics and are used by students working in groups to model and solve real-world problems. The two courses are intended to serve a wide audience including students in business, social science, the arts, and humanities. (end date: 8/31/99)

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P116B61634 Landmark College (VT) 1996

Teams experts in the field of second language acquisition with experts in language-based learning disabilities to develop a pedagogy and a program in foreign language instruction for students with language-based learning disabilities. These students do not succeed in foreign language classrooms using traditional methodologies, but have as much success as those without disabilities in learning foreign languages through experiential modes in the countries where these languages are learned. The foreign language credential is important both for career advancement and for access to certain majors and graduate programs. It is postulated that such techniques could be applied to improve the English language capabilities of the same population, and they may well shed light on current knowledge of second language learning per se. (end date: 8/31/99)

Christina Herbert
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Landmark College
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P116B61601 Langston University (OK) 1996

Develops, implements and evaluates a 6-course interdisciplinary core curriculum for nursing, health administration, gerontology and physical therapy students. The new curriculum will maximize institutional resources by eliminating duplicative curricula and will prepare health care professionals for the interdisciplinary, collaborative practice of the future. (end date: 9/30/99)

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Langston, OK 73050

P116B60160 Lawrence Technological University (MI) 1996

Develops a Master of Science Education degree for upper elementary and middle school teachers that strengthens their understanding of core issues and methods in the natural sciences. Three institutions -- Lawrence Technological University, the Detroit Zoological Institute, and the Cranbrook Institute of Science -- will collaborate to offer the degree program. The focus of the program will be on active student learning and on laboratories using everyday materials. (end date: 8/31/99)

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P116B61181 Maryland, University of (MD) 1996

Develops a tool for sophomore students to participate in supervised research projects with a more efficient use of scarce faculty resources. Faculty will develop "discovery kits," which will guide students through research projects at local agencies on a variety of topics, including environmental studies, material culture, public policy and child advocacy. The "discovery kits" will be piloted with students in the Scholars Program and then expanded to include students from the other colleges on campus. The goals of the project are to engage sophomore students on a large campus in the academic experience, and to enable many more students to participate in these activities than is possible under the resource intensive traditional student/faculty research model. (end date: 8/31/99)

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P116B61240 Maryland, University of (MD) 1996

Expands the Project ICONS international negotiations simulations to include modules on Africa and Latin America, and students and faculty from Historically Black Colleges and Universities, Hispanic Serving Institutions and African and Latin American institutions. Seventeen institutions will participate during the grant period. The project will also develop multi-disciplinary, technology-based curricular materials on Africa and Latin America. These materials will be used by students participating in the negotiations simulations and will be generally available to others interested in studying the history, politics and culture of the targeted regions. (end date: 9/30/99)

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P116B61444 Miami University (OH) 1996

Develops and implements better ways to measure levels of expectations for student effort and identifies campus practices and intervention strategies that can be used to heighten expectations for student performance. The project will bring together seven Midwestern institutions to work on the problem, identify assessment procedures, explore strategies for change, and evaluate the effectiveness of their respective campus interventions. A series of publications and conference presentations will bring the issue of student and campus expectations to the attention of the higher education community. (end date: 8/31/99)

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P116B60859 Mississippi Consortium for International Development (MS) 1996

Establishes a student exchange consortium between three historically black colleges in the U.S. and two traditionally black universities in southern Africa (University of Fort Hare [South Africa] and the University of Namibia). Encourages the development of civic mindedness by assigning students to community service projects on both continents. Students on both sides of the Atlantic take a common core course plus a full load of political science, history, and language courses in their host country. (end date: 7/31/99)

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Mary Coleman
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P116B60045 Montana, University of (MT) 1996

Develops a specialization in the philosophy masters program in the teaching of applied and professional ethics. The program targets mid-career professionals and prepares them to teach in nontraditional settings (e.g., hospitals, corporations) as well as the classroom. The program will also make special efforts to include participants from tribal colleges. (end date: 8/31/99)

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P116B60229 North Dakota, University of (ND) (1996)

Develops an accredited undergraduate engineering distance degree program that will be delivered to adult learners via distance education. The project will extend the activities of the Corporate Engineering Degree Program Consortium, a partnership between the UND School of Engineering and local companies, to deliver engineering course work at a distance. This project will focus on the development of capstone design experiences and assessment strategies, especially the use of student portfolios, intended to fulfill ABET degree accreditation requirements. (end date: 8/31/99)

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P116B60288 North Texas, University of (TX) 1996

Extends the use of a prototype electronic network interface to allow teachers to customize the computer tools and information resources available for instructional activities. The project will assist teachers from UNT and three nearby community colleges to select communications tools that will foster communications in their classes, help them to tailor the interface, and implement new learning activities. The intent is to prepare faculty to incorporate the full interactive power of telecommunications into their pedagogical methods. (end date: 8/31/99)

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University of North Texas
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Denton, TX 76203-6886

P116B61269 Norwich University (VT) 1996

Develops and implements a new undergraduate college degree program based on short campus residencies, cooperative and service learning experiences, and on-line seminars with faculty mentors. The new college is targeted at full-time traditional aged students. Curriculum and faculty development activities will focus on the use of computer technology and new pedagogies in distance learning in undergraduate learning environments. (end date: 8/31/99)

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P116B60900 Ohio State University (OH) 1996

Creates interactive CD-ROM instructional materials for the study of Asian art history, drawing from the Huntington Photographic Archive of Buddhist and Related Art. The CD's will make possible reforms in the teaching of Asian art history courses, including the use of computer laboratories and other alternatives to the standard lecture format. (end date: 8/31/99)

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P116B60717 Ohio State University (OH) and West Virginia University (WV) 1996

Designs and evaluates an integrated, year-long undergraduate course sequence in software design and development based on the design and analysis of reusable software components. The project will also create an integrated set of software tools called software composition workbench to help students apply the methodologies taught in the sequence. Summer workshops will train faculty from other colleges in the technical and pedagogical techniques necessary to replicate the sequence. (end date: 8/31/99)

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P116B60592 Richmond, University of (VA) 1996

Incorporates the use of 3-D visualization and animation software throughout the four year chemistry curriculum to increase student understanding of chemistry. Faculty will be trained to use the complex software, and a new set of 32 curriculum modules will be developed to illustrate core topics in chemistry. Half of the modules will be developed for classroom and the other half for laboratory use, and expanded versions of the modules will be used as free standing student tutorials. (end date: 8/31/99)
<<http://chemweb.urich.edu/chem/>>

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P116B60759 Robert Morris College (PA) 1996

Disseminates a successful model of “writing across the business curriculum” to six other colleges. The model features a cost-effective method of faculty development involving videos and one-on-one mentoring. (end date: 8/31/99)

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Moon Township, PA 15108

P116B61561 San Francisco State University (CA) 1996

Increases the retention rates of students with disabilities by creating problem solving teams that will address non-academic obstacles to success. (end date: 8/31/99)

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P116B60861 Santa Barbara City College (CA) 1996

Restructures the instructional program to increase learning productivity. The project will enable the college to: (1) complete twelve instructional redesign projects; (2) evaluate the effectiveness of the redesigned programs in terms of student learning and cost efficiency; and (3) disseminate the methods and outcomes of the project. (end date: 8/31/99)

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Santa Barbara City College
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Santa Barbara, CA 93109-2394

P116B61492 Sonoma State University (CA) 1996

Initiates a series of course sections in one unit, self-paced modules with a strong emphasis on learning objectives, measurable outcomes, and assessment. The result will be increased faculty productivity and more efficient student learning. (end date: 12/31/99)

Donald Farish
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Rohnert Park, CA 94928

P116B60456 South Carolina State University (SC) 1996

Creates a self-study workbook for the study of problem-solving in introductory mechanics. After using the workbook, students are expected to demonstrate in their problem-solving a sound conceptual understanding of physical principles. The workbook will be field tested in several sections of introductory physics at SCSU and will be made available electronically to other adapting institutions. (end date: 8/31/99)

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P116B61948 South Dakota State University (SD) 1996

Develops collaborative 2+2+2 curriculum agreements between reservation high schools, tribal colleges and the University's Colleges of Agriculture and Biological Sciences and Home Economics to increase the number of Native Americans who are able to graduate with baccalaureate degrees. These graduates will be well-prepared to work toward solutions of pressing problems facing tribal people in the areas of land resource management, economic development and family/community well-being. The project will be developed through articulation agreements, faculty exchange experiences at all levels, curriculum review and revision, student support systems and experiential learning opportunities. (end date: 9/31/99)

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P116B61949 South Dakota State University (SD) 1996

Creates computer exercises to train students to use site-specific topographic maps for crop and field management. Site specific farming is the latest approach in agricultural production control and promises to have significant impact on agribusiness because both issues of environmental sustainability and profitability are addressed. The project will provide training in this methodology as part of the undergraduate and graduate curriculum. (end date: 8/31/99)

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P116B60141 South Florida, University of (FL) 1996

Trains faculty and graduate students to develop and implement nine learning communities on a variety of subjects. The project would employ multimedia authoring, electronic conferencing, compensatory services and mentoring by adult learners. (end date: 8/31/99)

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P116B60211 Stanford University (CA) 1996

Designs a plan to link medical education programs at Stanford and the University of California, San Francisco. (end date: 8/31/97)

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P116B60710 State University of New York, College of Technology at Alfred (NY) 1996

Reformats courses for the first year of the drafting/computer-assisted design program into six sequential modules that are each five weeks in length. Each unit contains two to five units on drawing topics, each with a student guidebook. The students can work at their own pace in the lab with an instructor present for guidance and immediate feedback. Students may also enter the program at times other than the official opening of a semester, depending on their circumstances. The course modules include extra readings, viewing of video tapes and slides, possible industrial shadowing, and individual field trips. (end date: 8/31/99)

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P116B60125 Syracuse University (NY) 1996

Develops a model consisting of a series of discipline-specific instructional modules that include testing and review in areas of mathematics skills required for success in non-math courses. The project is based on research that shows a positive correlation between students' mathematical competency and their performance in a number of non-mathematics courses. Eight institutions including Syracuse will use these modules for a comparative study of the effectiveness of this intervention with selected student populations in four large enrollment introductory courses--Chemistry for the non-major, Psychology, Political Science, and Economics. (end date: 8/31/99)

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P116B60811 Thomas Nelson Community College (VA) 1996

Pilot tests and evaluates a course-based model for assessing student transfer success. It compares how well students who complete prerequisites at community colleges perform in upper level courses as opposed to students who complete them in four-year schools. (end date: 8/31/99)

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P116B60201 Virginia Polytechnic Institute and State University (VA) 1996

Creates a statistical software package that integrates social science databases, visualization and analysis tools, and multimedia tutorials on statistical techniques and models. The software will be made available on the World Wide Web. The aim is to integrate statistical materials and methods throughout the social sciences curricula, rather than teaching statistics through only one or two isolated courses.
(end date: 8/14/99)

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P116B61190 Virginia Polytechnic Institute and State University (VA) 1996

Supports initial steps toward creation of a National Digital Library of Theses and Dissertations (NDLTD). Over the three-year grant period, the project will concentrate on collecting materials from institutions in the Southeast but the long-term goal is to provide electronic access to theses and dissertations (TDs) nationwide. Virginia Tech will develop training materials and work with faculty, library personnel, computer center staff, and others at contributing institutions to provide the technical support required for coordination of this effort. The NDLTD will provide increased and more timely access to graduate research results. It is expected to reduce costs libraries and students incur for the reproduction, binding, and storage of hard copies as well as reduce time and cost currently associated with accessing TDs by interlibrary loan. (end date: 8/31/99)

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P116B60215 Washington Higher Education Coordinating Board (WA) 1996

Assists in the development of a competency-based admissions system for the state college and university system in Washington. FIPSE funds would be used to train high school and college personnel to assess results of the pilot phase of the project. (end date: 12/31/97)

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P116B61725 West Virginia University (WV) 1996

Develops computerized problem-based learning (PBL) cases which incorporate use of concept maps for problem solving and learning. Computer-based PBL materials and recommended out-of-class group meetings replace portions of in-class instruction which are usually facilitator-led, making PBL a practical instructional approach for large classes as well as small. The concept map component takes advantage of experiments West Virginia has conducted to help pharmacy students organize and learn large amounts of complex information. (end date: 8/31/99)

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P116B60517 Western Interstate Commission for Higher Education (CO) 1996

Identifies innovative approaches to the delivery of student services in electronically delivered distance learning programs and provides technical assistance to 20 Western institutions seeking to adapt these approaches. The project is intended to influence local institutional practice and to help them meet the criteria for participation in the Western Governor's "Virtual University" initiative.(end date: 8/31/99)
<<http://www.wiche.edu/telecom/telecom.htm>>

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P116B60938 Westminster College (PA) 1996

Develops and implements a four-year general education curriculum that distributes courses along epistemological rather than disciplinary and departmental lines. The project will focus on faculty development and at the same time, evaluate the economic cost of faculty retraining and institutional restructuring. Summer workshops will train the faculty in the pedagogy and the evaluation methods for the new courses. (end date: 9/30/99)

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P116B60237 Wilmington College (DE) 1996

Creates a new model for student teaching and supervision. It will establish and train collaborative teams of supervising teachers, provide support for the improvement of instruction and classroom environments, enhance the relationship between the college and the public schools, and improve the clinical training of pre-service teaching candidates. (end date: 8/31/99)

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P116B60882 Wisconsin, University of, Stevens Point (WI) 1996

Reforms the first-year chemistry courses for both majors and non-majors by conceptualizing them in terms of "model building." Students are challenged to formulate models, i.e., explanations of phenomena, consistent with available data. Lectures, labs, and recitations are coordinated and involve interactive efforts by students to explain findings and test proposed explanations, thus demonstrating the nature of science as scientists do it. (end date: 9/30/99)

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P116B60511 Worcester Polytechnic Institute (MA) 1996

Changes an undergraduate program in chemical engineering from a traditional, linear format to a project-centered "spiral" format which builds in reinforcement of concepts at increasingly sophisticated levels as students move through the curriculum. Content from four courses (Industrial Chemical Calculations, Classical Thermodynamics, Chemical Engineering Thermodynamics, and Introduction to Chemical Engineering) is redesigned for integration across traditional course boundaries. Learning and teaching productivity are further addressed in this integrative curriculum through the use of cooperative learning groups and multimedia computer technology. (end date: 8/31/99)

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1997 Comprehensive Program Grants

P116B70602 American Council on the Teaching of Foreign Languages (NY) 1997

Designs a model program to prepare foreign language teachers to teach standards-based curricula to heritage learners, particularly those of Spanish or Haitian Creole backgrounds, in inner city schools. In-service teachers will work with ACTFL staff and Hunter College faculty to develop courses.
(end date: 8/31/00)

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P116B71085 Arizona State University (AZ) 1997

Expands a certificate and minor degree program in small business management and entrepreneurship that is open to students in any academic discipline. The program provides opportunities to learn about small business management, growth, and formation, and will be delivered by a team of "learner assistants" comprised of university faculty. (end date: 8/31/00)

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P116B72084 Arkansas, University of (AR) 1997

Evaluates and disseminates a human resource development (HRD) baccalaureate program addressing the needs of working adults. The project includes distance education delivery, experiential credit through portfolios, internships, weekend scheduling, mentoring/advising, and articulation between two- and four-year institutions. (end date: 8/31/00)

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P116B70749 Association of Collegiate Business Schools and Programs (KS) 1997

Continues ACBSP's effort to improve business programs at historically and predominantly black colleges and universities, 30% of whose students are awarded degrees in business fields. Thirty institutions will receive assistance in developing and implementing action plans to meet program needs identified in an earlier phase of the project. (end date: 8/31/00)

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P116B71289 Benedict College (SC) 1997

Implements an "inquiry approach" for teaching first-year composition. The project uses small group instruction plus intensive writing labs to focus on the process of writing as well as on the mechanics of writing and form errors. It represents a major change in institutional practice, the college having recently abandoned its remedial English program. (end date: 8/31/00)

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P116B71722 Boston University (MA) 1997

Develops a program to improve the writing and composition skills of high school and college students and reduce college remediation costs. A distance learning model will be used to teach students to review the writings of others and revise their own compositions. High school teachers and students and college instructors and students will collaborate online in reviewing student documents. (end date: 8/31/00)

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P116B70096 California, University of, Berkeley (CA) 1997

Publishes and disseminates the report of the long-term effects on the Experimental College Program at Berkeley in the 1960s. The book includes interviews with forty student alumni of the program. Issues of higher education addressed in the book include curricular coherence, learning communities, and increased retention rates. (end date: 8/31/98)

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260 Stephen Hall
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P116B70584 California, University of, Berkeley (CA) 1997

Provides resources for editing and publicity in connection with the publication of a book by Joseph Tussman entitled *The Beleaguered College: Essays in Educational Reform*. The work consists of a series of essays on educational reform including an analysis of the Experimental College Program which Tussman designed and ran at Berkeley. (end date: 8/31/98)

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P116B70194 California, University of, Davis (CA) 1997

Develops a support system for distance-delivered courses. This platform-free tool would allow for organizational support as well as offer interactive pedagogical tools. The system would be tested as implemented in three different courses that require different pedagogical approaches and that target different student audiences. (end date: 9/30/00)

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Davis, CA 95616-8562

P116B70958 California, University of, Davis (CA) 1997

Uses print, web-based, and video resources to prepare graduate teaching assistants (TAs) to teach large lower-division physics courses in active-learning environments. In addition, physics faculty receive training so that they may lead professional development programs on active learning approaches for other groups of TAs. The Berkeley, San Diego, and Santa Cruz campuses of the University of California also will pilot this program. (end date: 8/31/00)

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Department of Physics
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P116B71855 California, University of, Los Angeles (CA) 1997

Establishes a training seminar for graduate teaching assistants (TAs) to integrate appropriate and pedagogically effective technologies into their undergraduate teaching. During the seminar, TAs will collect innovative approaches in teaching portfolios, and return to their home departments to conduct discipline-specific seminars on technology for fellow TAs and faculty. (end date: 8/31/00)

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Los Angeles, CA 90095-1515

P116B71568 California State University, Fresno (CA) 1997

Disseminates the results of a successful FIPSE project that developed an authentic assessment of academic language proficiency and a curriculum designed to address the specific academic language needs of underprepared students. The project is based upon the premise that academic language is distinctly different from spoken English, and one factor associated with academic failure is the difficulty underprepared students have with academic language tasks in the curriculum. Dissemination sites will include a variety of college and postsecondary outreach programs. (end date: 8/31/00)

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P116B70305 Carnegie Mellon University (PA) 1997

Develops a computer-mediated learning environment to support students working in teams on software development. The software tool generates information to help faculty monitor the progress of student teams, and it allows each student to chart his/her own progress and the team's. Comparison of team activity is possible so that effective and ineffective team strategies may be studied. The process and product are applicable to other settings in which teamwork skills are paramount. (end date: 8/31/00)

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P116B71703 Carnegie Mellon University (PA) 1997

Develops web-based courseware modules with interactive Java applets to teach causal reasoning using statistical data. Rather than concentrate only on the mathematical aspects of statistics, the project intends to enable students to make more informed judgments about the wide range of causal claims that will confront them as citizens. The modules will be tested in thirty courses at eight institutions in three countries. (end date: 8/31/00)

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P116B72027 Center for Occupational Research & Development (TX) 1997

Transforms an aging, narrowly focused laser/electro-optics curriculum to reflect the broader, newly emerging field of photonics. Six courses will be updated and made available to colleges that need curriculum materials to train photonics professionals. Using electronic communications, the project also will develop a mechanism to continually update technology-oriented curricula. (end date: 8/31/00)

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Waco, TX 76710-5878

P116B70011 Central Washington University (WA) 1997

Integrates a credit bearing "service learning" experience in Mexico with a social services curriculum at the home institution and an internship in the U.S. that serves Latino clients. Seventy-five students in sociology, law and justice are expected to participate. (end date: 9/30/00)

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Office of International Studies and Programs
Ellensburg, WA 98926-7408

P116B70427 City University of New York, City College (NY) 1997

Develops a college-school district science consortium to enable undergraduate science majors and science teachers to become effective practitioners of inquiry-based science. The project provides opportunities for undergraduates and teachers to work together in college and school settings.
(end date: 8/31/00)

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P116B70110 Clarkson University (NY) 1997

Develops an intership program using undergraduates as trainers and consultants to K-12 teachers in researching and authoring Web materials along with data, voice and video telecommunications.
(end date: 8/31/00)

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P116B70300 Coalition for Christian Colleges and Universities (DC) 1997

Extends support for a longitudinal study of 20 colleges and universities in assessing institutional and educational impact on student values and character development. The project will complete the final segment of a six-year research design implemented at 35 participating institutions, assist these institutions to process data, and disseminate the findings and implications beyond the participants.

(end date: 9/30/00)

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P116B71875 Coastline Community College (CA) 1997

Develops and pilot tests a model program to train professional and paraprofessional specialists in the cognitive rehabilitation of persons with acquired brain injury (ABI). This certificate program can also serve as the major in an AA degree. Because no other institution currently offers a certificate in this specialty, distributed computer-based training will be used to expand enrollment nationally.

(end date: 8/31/00)

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Janet Heck
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Costa Mesa, CA 92626

P116B70593 College of William and Mary (VA) 1997

Creates a hypertext CD-ROM/World Wide Web hybrid which collects primary texts and pedagogical aids for understanding the poetry of Walt Whitman and Emily Dickinson. The project will explore the implications of hypertext on scholarly editions of texts, the interpretation of texts, and teaching strategies. Members of a specially selected working group of faculty will develop teaching materials and will produce essays on the textual, theoretical, and pedagogical challenges of using hypertext in the literature classroom.

(end date: 8/31/00)

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P116B70050 Colorado School of Mines (CO) 1997

Develops expert system computer software capable of measuring intellectual development and critical thinking in college students by emulating the human interview process. While optimal, human interviews are prohibitively expensive, and this project enables students and faculty to obtain the same quality assessment at a fraction of the price. The system will be based on the Perry and Reflective Judgment models of intellectual development and will be tested at three sites in Colorado.
(end date: 8/31/00)

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P116B70301 Cooper Union for the Advancement of Science and Art (NY) 1997

Improves technical communications skills among engineering undergraduates. Through a joint effort of the School of Engineering and the Writing and Speaking Center, a series of required workshops and seminars will provide training on teamwork, the delivery of oral presentations, and effective use of graphic displays. Faculty will be trained to ensure that skills taught in this program will be applied in a variety of courses and modeled by those teaching engineering, and project materials will be packaged for dissemination to other campuses. (end date: 8/31/00)

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P116B71797 Council of Independent Colleges (DC) 1997

Establish a new accrediting agency for teacher education programs. Unlike NCATE, the only existing agency, the Teacher Education Accreditation Council would be based on student and graduate achievement and learning outcomes rather than institutional inputs and resources. The new agency would provide a choice in voluntary accreditation, and respond to the needs of smaller institutions with diverse teacher education programs. (end date: 8/31/00)

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P116B70787 Education Development Center, Inc. (MA) 1997

Creates a prototype artificial intelligence computer system for manufacturing programs at technical colleges. The key aspect of the program will be the "WISE Tutor," an interactive computer program that can identify strengths and weaknesses of technical college students and lead them to appropriate materials and technical help. The program will be part of the manufacturing curriculum.
(end date: 9/30/00)

John Wong
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Education Development Center, Inc.
55 Chapel Street
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P116B70125 Findlay, University of (OH) 1997

Develops an intergenerational cross-disciplinary two-year degree program to train students to work simultaneously with children and elders. The program involves both classroom and clinical work. In addition, the project establishes an educational career ladder beginning in high school and extending through a master's degree program. (end date: 9/30/00)

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University of Findlay
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P116B70762 Foothill College (CA) 1997

Provides one-on-one student facilitated study teams to improve retention of disadvantaged students in the first year and beyond. The project will institutionalize a student team resource center that will provide training, instructor support, and academic enrichment to student and faculty participants.
(end date: 8/31/99)

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P116B72088 Georgia, University of (GA) 1997

Establishes a Center for Undergraduate Research Opportunities that will enhance opportunities for undergraduates to participate in faculty research. The Center will support faculty interested in involving students in research, prepare undergraduates for this experience, and train graduate students to manage research teams that include undergraduates. (end date: 8/31/00)

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Athens, GA 30602-6116

P116B70684 Higher Education Coordinating Board (WA) 1997

Examines Washington State's new competency-based college admissions policy as it relates to raising K-12 academic standards and to predicting student success at the postsecondary level. The project is one component of a six-year state effort to create a comprehensive admissions system responsive to national K-12 reforms. (end date: 9/30/00)

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Higher Education Coordinating Board
917 Lakeridge Way
P.O. Box 43430
Olympia, WA 98504-3430

P116B70933 Hope College (MI) 1997

Continues the work of Project Kaleidoscope to assist a select cadre of colleges and universities to "scale up" and institutionalize reforms in science, math, engineering, and technology education. Institutional Portfolios will be used to document "what works" at these institutions, and the information and insights will be shared with the larger academic community in both print and electronic formats.

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(202) 232-1300
Independent Colleges Office, Suite 803
1730 Rhode Island Avenue
Washington, DC 20036

James Gentile
gentile@hope.edu
(616) 395-7190
Hope College
35 E. 12th Street
Holland, MI 49423

P116B70318 Illinois, University of, Chicago (IL) 1997

Trains and evaluates standardized medical students for specific teaching and learning roles in a program to improve the teaching of medical school faculty. The innovation will be established as part of a faculty development effort for junior medical school faculty. (end date: 8/31/00)

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University of Illinois, Chicago
986 CME
808 S. Wood Street
Chicago, IL 60612-7309

P116B71268 Illinois, University of, Chicago (IL) 1997

Creates a multimedia diagnostic program in drug therapy to be used by students in pharmacy education. The program requires students to interact with the program, focusing on pharmacological scenarios that the program presents. Students will learn from mistakes made during simulations that would be disastrous if experienced in real life. The effectiveness of the program will be evaluated in comparison to more traditional approaches. (end date: 8/31/00)

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P116B70056 Incarnate Word, University of the (TX) 1997

Establishes the "Right Bite" Nutrition Program, a program on nutrition and dietary concerns with a particular emphasis on the needs and practices of indigent populations. Trains students to be peer advisors to other students on questions of a healthy diet, simultaneously giving students of health and nursing practicum credit. Involves students to create a healthier campus eating environment. (end date: 8/31/00)

Mary Kaye Sawyer Morse
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University of the Incarnate Word
4301 Broadway, Box 58
San Antonio, TX 78209

P116B70539 Iowa, University of (IA) 1997

Makes an instructional tool developed at Iowa, the Iowa Electronic Market (IEM), available to 5,000 students at rural community colleges and minority institutions. IEM is a computer-based futures market in which students' success in "trading" relies on their understanding of the relationship between economics and events in political, social, and business arenas. A range of courses offered at the 45 participating institutions will incorporate use of the IEM to introduce students to financial markets and to increase their "economic literacy." (end date: 8/31/00)

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P116B71864 Kalamazoo College (MI) 1997

Expands and evaluates a pilot electronic student portfolio project by integrating experimental education with traditional academic programs. The portfolio will be Web-based and project activities will include training for advisors and students. (end date: 8/31/00)

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P116B70747 Kansas City Public Television 19, Inc. (KS) 1997

Develops a comprehensive training program for elementary and preservice teachers to increase access and usage of new National Mathematics Standards in the classroom. The project will include video lessons modeling teachers in action, online training and interaction, discussions of pedagogical methods, and evaluation for improving educational strategies. (end date: 8/31/00)

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P116B71020 Kansas State University (KS) 1997

Develops a distance education model for Kansas Head Start teachers that enables them to earn college degrees and certification in early childhood education. Using electronic technologies and traditional learning methods, the program will also include mentoring in the workplace and cooperative learning to upgrade the skills of Head Start teachers. (end date: 8/31/00)

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Kansas State University
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P116B70520 Kirkwood Community College (IA) 1997

Delivers on-line support services to students in the distance education courses in which they are most at risk. The project will overcome the barriers of student isolation, poor academic placement, and inaccessible academic support by offering an integrated set of services via the Internet including diagnostic testing, advising, tutoring, and supplemental instruction. (end date: 8/31/00)

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P116B70348 Lynchburg College (VA) 1997

Increases student learning opportunities at three liberal arts colleges by sharing resources via distance technology. The project will enable three institutions to offer a wider range of curricular and co-curricular opportunities to its students, while maintaining the benefits of a small college--low student/faculty ratios and close interaction between students and faculty. The project involves a wide range of collaborative activities to enhance learning opportunities, including collaborative curriculum development, team teaching, and distant course offerings. Faculty will be trained in video conferencing and the use of text-based groupware. (end date: 8/31/00)

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P116B70186 Maryland, University of, College Park (MD) 1997

Develop a junior-year course in quantum mechanics (QM) based on learner-centered pedagogy. Introducing QM at the undergraduate level would benefit technologists, inventors, applied physicists, and microelectronics specialists who do not take a graduate degree in physics. Instruction will focus on quantum mechanics as a modeling tool for applications and quantum devices. (end date: 8/31/00)

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P116B70834 Massachusetts, University of (MA) 1997

Creates a Web-based intelligent tutoring system for General Chemistry using an existing Web-based homework system as a substrate. This intelligent tutor system is able to identify individual student weaknesses, inform students of those weaknesses, and guide them through appropriate instructional materials. (end date: 8/31/00)

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P116B71587 Massachusetts, University of, Lowell (MA) 1997

Develops a two-way video protocol to provide pre-service teachers real time observations of classrooms in a variety of school settings and follow-on debriefings with teachers. The project includes training for classroom teachers and will also involve high school students in reflective exercises on beneficial teaching and learning models. (end date: 8/31/00)

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P116B70698 Michigan, University of (MI) 1997

Redesigns the second-year mathematics sequence to serve students with differing needs more effectively, particularly those majoring in engineering and science. In addition to implementing changes in course content and curricular requirements, the project will incorporate the pedagogical approaches which have characterized first-year mathematics reforms, including collaborative learning, increased emphasis on concepts and realistic problems, and intensive use of technology. (end date: 8/31/00)

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P116B70157 Michigan State University (MI) 1997

Trains graduate students and faculty to use interest-based conflict resolution strategies to resolve interpersonal conflicts and set mutually-agreed-upon expectations for the student/faculty relationship. Positive student/faculty relationships are a key to graduate student retention and completion, and it is hoped that this process will foster such relationships, thereby increasing the low retention and degree completion rates among graduate students. The training will involve readings and discussions of the theoretical bases of interest-based conflict resolution and the application of these principles to specific situations presented in video vignettes. (end date: 8/31/00)

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P116B70442 Michigan State University (MI) 1997

Develops a learner-centered model to teach graduate students in the sciences to write for professional publication and presentation. Unlike writing programs for undergraduates, this program will address the special purposes, content, and formats of graduate level writing and reduce faculty time spent on editing and correcting common errors in professional writing. (end date: 8/31/00)

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P116B70598 Minnesota, University of (MN) 1997

Implements a model program for recruiting and advising students with disabilities on study abroad opportunities and making existing opportunities more accessible. A multimedia tutorial for students, staff and advisors will be developed. Three U.S. institutions and eight overseas program sites will be included in the pilot program. (end date: 8/31/00)

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P116B70238 Mississippi, University of (MS) 1997

Provides a virtual cognitive psychology laboratory designed to eliminate the need for psychology departments to maintain their own computer laboratories for undergraduate research. Interactive experiments developed using Authorware® will be made publicly available over the Internet and archived on the university's PsychExps web page. (end date: 8/31/00)

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P116B71861 Missouri, University of (MO) 1997

Prepares elementary school teachers to teach reading and literacy skills based upon analysis of children's cognitive strategies. The project will create three to six interdisciplinary multimedia cases that can be used by preservice teachers to identify, analyze, and generate responses to the issues teachers commonly experience in the classroom. (end date: 8/31/00)

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P116B70516 Morehouse College (GA) 1997

Challenges the traditional indicators used by schools to determine which students are “at risk.” Instead, the project will administer a standard emotional intelligence test to all incoming freshman and design a mandatory intervention program for those whose emotional intelligence scores suggest they are at risk. 75 students each year will be enrolled in the intervention program, and faculty will be trained in strategies to cultivate students’ emotional intelligence. Morehouse will track the students participating in the program and ultimately seeks to improve student retention. (end date: 9/30/00)

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P116B71226 New Hampshire, University of (NH) 1997

Provides individualized overseas research opportunities for undergraduate students in all disciplines. The program will integrate cultural orientation, language study, and project-specific preparation with a nine-week research project overseas under a faculty mentor. The project is a collaboration between the University’s undergraduate research and international studies offices. Approximately 30 students are expected to participate in the project during the grant term. (end date: 9/30/00)

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P116B71698 New Hampshire, University System of (NH) 1997

Develops a systematic training program for adjunct faculty who teach adults in the College of Lifelong Learning, based on principles of good practice in adult learning and development. This project will require adjunct faculty to demonstrate their achievement of the learning outcomes in a performance-based model that will also have applicability to other institutions seeking to develop their faculty. (end date: 9/30/00)

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Concord, NH 03301

P116B70820 North Carolina, University of, Chapel Hill (NC) 1997

Creates a faculty development program for community preceptors using computer-based communication and collaboration technologies. The program will provide a means by which health care professionals serving as preceptors can develop their knowledge and skills remotely, at their own pace, via the structured use of the World Wide Web, discussion groups, interactive conferencing, and other electronic media. (end date: 8/31/00)

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OED - School of Medicine
322 MacNider, CB# 7530
Chapel Hill, NC 27599

P116B71905 North Carolina State University (NC) 1997

Extends collaborative, interactive, computer-mediated instruction from small classes, where it has most often been used, to much larger introductory physics classes. Classroom space suited to large lectures and separate laboratory sections will be modified to accommodate small coherent work groups in which instructors and lab assistants facilitate instruction in concert. The project builds on four years of experimentation with interactive methodologies at NCSU. (end date: 8/31/00)

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North Carolina State University
Physics 8202
Raleigh, NC 27695

John S. Risley
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North Carolina State University
Physics 8202
Raleigh, NC 27695

P116B70925 Northern Essex Community College (MA) 1997

Develops and tests a new curriculum of "bridge courses" for students with limited academic English proficiency, particularly ESL students, bilingual students, and developmental English speaking students. The courses will serve as introductions to various content areas and will develop academic English language and study skills through classroom instruction and the use of digitized video materials. (end date: 8/31/00)

David Kelley
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(508) 374-5812
Northern Essex Community College
Division of Instructional Support Services
Elliott Way
Haverhill, MA 01830

P116B71755 Oklahoma, University of (OK) 1997

Creates a training program to prepare secondary music teachers to incorporate the use of MIDI technology into the classroom. In addition to face-to-face site visits and regional meetings among participating teachers, the project will use telecommunications technology to provide on-line assistance and exchange of materials. (end date: 8/31/00)

Carolyn Bremer
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School of Music
Norman, OK 73019

James Faulconer
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(405) 325-4352
University of Oklahoma
School of Music
Norman, OK 73019

P116B71751 Oregon, University of (OR) 1997

Implements a national curriculum development and dissemination project to support "Energy Scheming," a computer software program for calculating energy consumption early in the architectural design process. Four research centers will collaborate on developing curricular materials and each will then work to disseminate the curriculum and the software to other institutions in its region.
(end date: 8/31/00)

G.Z. Brown
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(541) 346-5647
University of Oregon
Energy Studies & Building Lab
Eugene, OR 97403

P116B70175 Pennsylvania Institute of Technology (PA) 1997

Develop an inservice training program for middle school teachers and middle and high school counselors to increase the participation of underrepresented students in science, mathematics, engineering, and technology. Industrial internships are used to ground teachers and counselors in occupations and skills related to these fields. (end date: 8/31/00)

Edward R. D'Alessio
pitech@shrsys.hslc.org
(610) 892-1504
Pennsylvania Institute of Technology
800 Manchester Avenue
Media, PA 19063

P116B70120 Prairie View A & M University (TX) 1997

Evaluates the impact of current higher education accountability practices in Texas, Wisconsin, and New York. The project will develop guidelines and principles to help states improve their accountability policies with a focus on improvements in student learning. (end date: 8/31/00)

Gerald H. Gaither
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(409) 857-2448
Prairie View A&M University
Office of Institutional Research
Box 65
Prairie View, TX 77446-0065

P116B71440 Rice University (TX) 1997

Prepares high school teachers to teach computer science from its algebraic base rather than focusing almost exclusively on the grammar of particular programming languages. The project will also develop and implement syllabi and lectures for high school computing courses and small supplementary teaching units for high school mathematics courses. Students taught with this approach will be better prepared to take college courses in design, applied mathematics, and other computation-intensive subjects. (end date: 8/31/00)

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matthias@rice.edu
(713) 527-4834
Rice University
Department of Computer Science, MS 132
6100 Main Street
Houston, TX 77005-1892

P116B71511 Rockland County Community College (NY) 1997

Disseminates "The Mentor/Talented Students" (MTS) community college honors program to thirteen institutions in the Northeast. The program is designed to provide support for outstanding community college students who wish to transfer to selective universities. The MTS program offers a challenging academic curriculum, often in seminar format, and pairs students with faculty mentors who share their disciplinary interests. (end date: 8/31/00)

Sam Draper
(914) 574-4349
Rockland Community College
MTS Honors Program
145 College Road
Suffern, NY 10901

P116B72025 San Francisco State University (CA) 1997

Develops and implements a Masters of Public Health degree in Community Health Education in partnership with the San Francisco Department of Public Health. Five public health core courses will be redesigned to incorporate the use of case studies to enhance student problem-solving skills and practice labs to provide hands-on experience in linking theory with practice. (end date: 8/31/00)

Mary Beth Love
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San Francisco State University
Department of Health Education
1600 Holloway Avenue
San Francisco, CA 94132

P116B72026 San Francisco State University (CA) 1997

Develops and implements a program for the preparation of middle school teachers by integrating the preservice teaching credential preparation for the general education (elementary and secondary) credentials with the special education credential program in either mild and moderate or moderate and severe disabilities. The integrated program will enable candidates to earn a new credential authorizing service as general classroom teachers or special education teachers with more inclusive practice. (end date: 8/31/00)

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San Francisco, CA 94132

Colleen Stump
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San Francisco State University
Department of Special Education
1600 Holloway Avenue
San Francisco, CA 94132

P116B70432 Santa Fe Community College (FL) 1997

Develops and implements an on-line environment to train adjunct faculty and integrate them with departmental and institutional cultures. The project will serve as a model for other colleges and universities to facilitate system-wide reform. (end date: 8/31/00)

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Gainesville, FL 32606

Suellyn Winkle
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(352) 395-5096
Santa Fe Community College
Unit 10/L-025
3000 NW 83rd Street
Gainesville, FL 32606

P116B70208 Southwestern Louisiana, University of (LA) 1997

Designs a comprehensive biotechnology option within the existing biology curriculum to serve the needs of students planning to pursue immediate employment after graduation rather than entering graduate or medical school. Industry partners participate in the design of new courses for the biotechnology option and provide semester-long internship experiences required of students choosing the option. (end date: 8/31/00)

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Lafayette, LA 70504-2451

P116B70866 Springfield Technical Community College (MA) 1997

Provides a work-based learning teacher certification program for urban district para-professionals. A 2+2 structure, a partnership with the University Without Walls, and career ladder and financial incentives make it unique among alternative certification programs. (end date: 8/31/00)

Georgena Van Strat
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(413) 781-7822 x3876
Springfield Technical Community College
One Armory Square
Springfield, MA 01105

P116B71551 St. Olaf College (MN) 1997

Trains disciplinary faculty to implement an "oral communications across the curriculum" program. Over 75 faculty will learn to integrate the teaching of oral communication skills into their courses in a way that enhances student learning of both disciplinary content and communication skills. The project addresses a range of communication skills, including small group and interpersonal communication, as well as public speaking. The faculty development model includes a summer workshop, discipline-specific follow-up seminars and individual tutorials. (end date: 8/31/00)

Jo Michelle Beld
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(507) 646-3343
St. Olaf College
Department of Political Science
Northfield, MN 55057

P116B70542 Tufts University (MA) 1997

Develops and implements a "Teacher Education Module" that will assist physical science teachers and pre-service teachers with resources to address educational goals from the National Science Education Standards. The module will include two components: new science content and pedagogical approaches for teachers and a workshop component for teaching basic science concepts. (end date: 8/31/00)

Ronald K. Thornton
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Tufts University
Center for Science & Math Teaching
4 Colby Street
Medford, MA 02155

P116B71537 Tufts University (MA) 1997

Develops a new model of World Wide Web-based publication to take fuller advantage of electronic media to reach larger and broader audiences of students and faculty. The project will create exemplary new electronic publications, an editorial review process, and standards and "style sheets" that new authors can use as models when creating their own materials. The project is an offshoot of Project Perseus, which has collected a large digital library of images and teaching and scholarly materials on ancient Greco-Roman culture. (end date: 8/31/00)

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Tufts University
Classics Department, Eaton Hall
Medford, MA 02155

P116B71688 Utah State University (UT) 1997

Develops investigative biology laboratories and two new undergraduate biomathematics courses. Unique to the instruction provided is an emphasis on mathematical modeling and use of the scientific method. The project aims to improve undergraduate and secondary school biology instruction by giving needed attention to students' quantitative and problem-solving skills. (end date: 8/31/00)

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(801) 797-3553
Utah State University
Department of Biology, UMC 5305
Logan, UT 84322-5305

P116B71371 Vermont Technical College (VT) 1997

Redesigns the vocational center curriculum in Vermont and creates the first "Career Academy" at one of Vermont's existing vocational-technical centers. Key to the redesigned curriculum is the combination of rigorous academics with the applied teaching methodologies traditionally utilized at technical centers. College faculty, secondary school faculty, and employers will comprise the curriculum development teams. (end date: 8/31/00)

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Vermont Technical College
P.O. Box 500
Randolph Center, VT 05061

Kathy Finck
(802) 828-5144
Vermont Department of Education
Office of Career and Lifelong Learning
Montpelier, VT 05620

P116B71441 Washington, University of (WA) 1997

Develops intensive activities aimed at significantly increasing the number of individuals with disabilities who transfer from two-year to four-year institutions. Through special recruitment activities, summer study programs, use of adaptive technologies, mentoring internships and other work experiences, the project helps students increase their independence and develop self-advocacy and leadership skills. In addition to helping students make the transition to upper division programs, the project will assist two-year college professionals who support students with disabilities. (end date: 9/30/00)

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(206) 543-0622
University of Washington
DO-IT Program
4545 17th Avenue, NE
Seattle, WA 98105

1998 Comprehensive Program Abstracts

P116B980419 Albany Law School (NY) 1998

Disseminates and replicates an Alternative Dispute Resolution (ADR) training program for law students. The project will establish three law school-sponsored networks, comprised of at least twelve undergraduate, graduate, and professional academic institutions, that will train 96 student service learners and serve more than 450 clients in questions of alternative dispute resolution. Evaluation will be concerned with the participation of the networks, student learning outcomes, the quality of ADR services, and changes in student attitudes. A *Best Practices Manual* developed earlier will be revised and distributed to all ABA-approved law schools in the U.S. (end date: 9/30/01)

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psalk@mail.als.edu
(518) 445-2329
Albany Law School
Government Law Center
80 New Scotland Avenue
Albany, NY 12208-3494

P116B980649 American Academy for Liberal Education (DC) 1998

With the participation of over 60 colleges and universities across the country, this project first studies the internal and external factors impacting liberal education requirements at colleges and universities over the past two decades and then uses the results to develop and implement a new means of accreditation and quality assurance of the liberal arts (end date 08/31/01).

George Lucas & Jeffery Wallin
grlucas@aale.org
(202) 452-8611
American Academy for Liberal Education
1015 18th Street NW Suite 204
Washington, DC 20036

P116B980235 American Council of Teachers of Russian (DC) 1998

Creates 15 to 20 on-line interactive instructional modules to support the teaching of Russian at the first-through third-year level. The modules will be designed to complement existing textbooks and materials on Russian business communication. Foreign language instructors will learn how to use the materials at annual workshops presented at national Slavic studies conferences (end date: 8/31/01).

Maria Lekif & Dan Davidson
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American Council of Teachers of Russian
1776 Massachusetts Avenue, NW, Suite 700
Washington, DC 20036

P116B980685

Arizona State University (AZ) 1998

Continues the development of its Instructional Technology Network (IIN). The IIN is currently composed of two Internet websites which provide resource materials on innovations in teaching and learning for faculty in higher education. One website contains documents on cooperative/collaborative teaching; the other, documents on case teaching. The center has found these to be the two most proven pedagogical strategies for improving education. The project will expand the currently meager contents of the websites.

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Arizona State University
Center for Learning & Teaching Excellence
Box 870101
Tempe, AZ 85287-0101

P116B980148

Arizona, University of (AZ) 1998

Develops a program for training and recruiting "Teaching Teams" composed of faculty, graduate assistants in teaching, and undergraduate preceptors to more effectively teach large general education courses. The most innovative aspect in this approach is the integration of the undergraduate assistant, or preceptor, into general education courses. Preceptors will assume support roles; e.g. acting as discussion facilitators, writing consultants, assistants for hands-on research experiments, and technology experts. (end date: 8/31/2001)

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(520) 621-6943
Space Sciences 427
P.O. Box 210092
The University of Arizona
Tucson, AZ 85721-0092

P116B980389

Arizona, University of (AZ) 1998

Establishes a certification program for lay health workers through a partnership among the state's community college system, rural Area Health Education Centers, and several community health services agencies. The project draws on the Native American and Latino communities in underserved areas of the state, developing career progression tracks for individuals in the health care professions. It incorporates national guidelines enumerated by the *National Community Health Advisor Study* for core roles and competencies, evaluation, and career progression. (end date: 8/31/01)

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(520) 626-7946
University of Arizona
Rural Health Office
2501 E. Elm Street
Tucson, AZ 85716

P116B980340

Association of American Colleges & Universities (DC) 1998

Implements the creation of bilateral exchange agreements with ten Japanese national universities and thirty American colleges and universities. The project would greatly expand the number of institutions in the U.S. with opportunities for year-long study in Japan. The proposed U.S./Japan initiative will help redress the continuing imbalance in undergraduate educational exchange. (end date: 8/31/01)

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Washington, DC 20009

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Washington, DC 20009

P116B980453

Association of American Colleges and Universities (DC) 1998

Improves advising systems in order to increase the coherence of educational planning by students at public institutions in three states, Georgia, Maryland, and Vermont. To emphasize the planning needs of transfer students, the project involves feeder community colleges as well as 4-year institutions. The project will go beyond mechanical policies for transfer of credit and begin to create conditions in which students come to understand the broad purposes of a college education, including the reasons for each element of required general education, and are taught the skills of purposeful educational planning. Advisors and students will use this understanding as the basis for planning courses of study. (end date: 8/30/99)

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Association of American Colleges and Universities
1818 R Street, N.W.
Washington, D.C. 20009

P116B980536

Bard College (NY) 1998

Provides college level instruction in the humanities to disadvantaged inner-city residents. Participants will acquire the skills and confidence to pursue postsecondary education. The primary purpose of the project is to develop a national model to encourage students to enroll in college. The Clemente course project will refine and disseminate its administrative, community partnership, and fundraising infrastructure so that other institutions may adopt this model. (end date: 8/31/00)

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(914) 758-7066
Bard College
P.O. Box 5000
Annandale-on-Hudson, NY 12504

P116B980854 Barnard College (NY) 1998

Develops, tests and disseminates an interactive student-centered pedagogy for the humanities and social sciences which uses intensive role playing as a way for students to access difficult texts. Pioneered by an American Studies instructor, the method has resulted in very high levels of students engagement with texts and correspondingly high levels of achievement. The initial testing of the method will take place in Barnard's required interdisciplinary first year seminars, after which materials will be published for broader dissemination. (end date: 8/31/2001)

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(212) 854-5943
Barnard College
415 Lehman
3009 Broadway
New York, NY 10027

P116B980043 Berkshire Community College (MA) 1998

Establishes a partnership between community college and regional high school faculty to develop a transition seminar and academic support bridge program for at-risk community college freshmen. A faculty/student peer advisor program will subsequently work with students during their initial semester in college. (end date: 6/30/01)

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(413) 499-4660 ext. 328
Berkshire Community College
1350 West St.
Pittsfield, MA 01201

P116B980015 Boston College (MA) 1998

Creates a set of experience based case-studies for use in the professional development of graduate students in mathematics. These case studies will promote increased teaching skills and greater awareness of pedagogical issues.

Solomon Friedberg
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617-552-3002
Boston College
Department of Mathematics
Chestnut Hill, MA 02167-3806

P116B980586 Brigham Young University (UT) 1998

Develops a set of six computer simulations for use in a two-semester capstone biology/life science course. Students learn higher order inquiry and analytical skills as well as problem solving skills. The modules will help students think as scientists, not just observe science. These simulations are intended to provide research laboratory experiences in courses with large enrollments and limited lab resources. Simulations are organized according to six biological processes.

John D. Bell
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(801) 378-2353
Brigham Young University
Department of Zoology
Provo, UT 84602-5230

P116B980228 California, University of, Los Angeles (CA) 1998

Establishes the Program in Moving Image Archive Studies to train archivists of film and television, including internships in preservation and industry locations. The curriculum will include theoretical studies of film, collection management, access and programming for the public, cataloging and preservation. Supplemented with courses developed with the university's schools of film and library studies, the Program is expected to develop a Master's degree within three years. (end date: 8/31/2001)

Steven Ricci
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310-825-6026
UCLA Film and TV Archive
302 East Melnitz
405 Hilgard Avenue
Los Angeles, CA 90024-1323

P116B981313 California, University of, Los Angeles (CA) 1998

Develops and implements programs in tribal justice studies at four tribally-controlled colleges, with the support of community personnel and mainstream universities. The project will develop instructional materials, design curricula, and train local instructors in tribal justice systems. (end date: 8/31/2001)

Duane Champagne
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(310) 825-7315
American Indian Studies Center
3220 Campbell Hall, Box 951548
University of California
Los Angeles, CA 90095-1548

P116B980450 California, University of, Riverside (CA) 1998

Creates a state-of-the-art World Wide Web search facility for higher education. The project will enhance INFOMINE, a highly accessed and useful data base of scholarly web sites. Added will be several new search capabilities that permit: cooperation in Internet searching among several campuses developing virtual libraries, customized instructional and institutional interfaces, full-text searching, and bulletin boards alerting users to new web sites in specialized areas. The goal is to create a complete, powerful, and free search engine that will serve higher education better than more general commercial search engines. (end date: 8/31/01)

Steve Mitchell and James C. Thompson
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(909) 787-6454
University of California-Riverside
University Library, P.O. Box 5900
Riverside, CA 92517

P116B980327 Center for Applied Linguistics (DC) 1998

Integrates language awareness and ESL techniques into mainstream content courses in teacher education programs at six colleges and universities in North Carolina. Teacher education faculty will learn effective techniques from exemplary classroom practitioners, by observing and co-teaching, and will modify college curricula to prepare future teachers for the multi-lingual classrooms in which they are likely to teach. (end date: 9/30/01)

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Center for Applied Linguistics
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Washington, D.C. 20037-1214

P116B980860 Central Connecticut State University (CT) 1998

Develops, implements, and evaluates a two-semester, ten-credit hour laboratory-based course integrating mathematics, science, and technology for prospective elementary school teachers. The course emphasizes scientific inquiry and is taught by university faculty and K-12 teachers. (end date: 8/31/2001)

Jeremiah Jarrett
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Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050

P116B981014 Central Michigan University (MI) 1998

Assists first generation and low income freshmen with entry into the college environment through a group process with other incoming students, a peer leader and an adult leader. The purpose is to encourage students to define themselves in the new community, to become active learners and take positive action. The project should affect persistence and retention favorably, and will include pre- and post- measures of internal focus of control in its evaluation. (end date: 8/31/01)

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Central Michigan University
Foust 150
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P116B981263 City College of San Francisco (CA) 1998

Disseminates, in conjunction with San Francisco State University, a successful certificate and educational pathway for Community Health Workers from diverse and linguistically-isolated communities. The performance-based certificate will initially be implemented at six community colleges in California before further dissemination to eight community colleges in other states. (end date: 8/31/2001)

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Department of Health Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

P116B981418 Coastline Community College (CA) 1998

Designs and implements a replicable model for a one-year accelerated associate in arts degree for working adults. The curriculum will feature interdisciplinary clusters of courses, use of educational technology, and competency assessments. Instructional strategies will focus on enabling students to become expert learners who can achieve content mastery and use a repertoire of strategies in academic and workforce situations. (end date: 8/31/01)

Michelle R Wild
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(714) 241-6272
Psychology and Special Programs
Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708-2597

P116B980093 College of the Canyons (CA) 1998

Creates a new model for cooperative education in two-year institutions. The cooperative education program will be based on the parallel model and will include a work-site based faculty development program, involvement of industry personnel in the classroom, and a comprehensive evaluation process. (end date: 8/31/2001)

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College of the Canyons
26455 Rockwell Canyon Road
Santa Clarita, CA 91355

P116B980506 Colegio Universitario del Este (PR) 1998

Develops a model for science teacher preparation based on the constructivist (learner-centered) approach. Faculty will be trained in the development of constructivist curriculum materials and teaching practice. As a product of the program, a transdisciplinary model for science teacher education congruous with local and national standards will be developed. (end date: 9/30/2001)

Mildred Huertas
(787) 257-7373
Colegio Universitario del Este
P.O. Box 2010
Carolina, PR 00984-2010

P116B981537 Colorado, University of, Health Sciences Center (CO) 1998

Designs and implements a library of digital video cases to support the National Pediatric Curriculum. Since pediatric education is now largely based in community-based practices, these cases will be used in a web-based collaborative learning environment to improve the visual recognition skills needed to treat children and to ensure that students can achieve needed competencies to provide pediatric care. (end date: 8/31/01)

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Department of Pediatrics
University of Colorado Health Sciences Center
TCH, 1056 19th Ave. B158
Denver, CO 80218

P116B981638 Colorado, University of (CO) 1998

Completes the development and evaluation of a Web-based introductory astronomy course written in Java and composed of six three-week modules. The course is designed for nonscience majors and intended to foster interest in science and science careers. Modules focus on astronomical concepts rather than the mathematics underlying them. Collaborative learning is emphasized.

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(303) 492-7988
University of Colorado
Center for Integrated Plasma Studies
Campus Box 390
Boulder, CO 80309-0390

P116B980057 Columbia College Chicago (IL) 1998

Conducts a cross-disciplinary, collaborative, teaching/learning experiment. Integration of electronic technology in a variety of content courses is accomplished through collaborative projects involving faculty and students of content courses paired with those of computer production courses (e.g., website design, multimedia applications, CD-ROM production). This approach is designed to avoid the not-so-uncommon view of technological applications as "add ons" by making use of newly acquired skills in educational technology immediate and central to achievement of classroom objectives. (end date: 8/31/01)

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(312) 344-7399
Columbia College Chicago
Academic Computing
600 S. Michigan Avenue
Chicago, IL 60605-1996

P116B980120 CUNY/Brooklyn College (NY) 1998

Disseminates a model retention program. The curriculum seamlessly links developmental education and basic skills coursework to core curricula.

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Brooklyn College
2900 Bedford Avenue
Brooklyn, NY 11210

P116B980318

CUNY/Brooklyn College (NY) 1998

Rethinks and redesigns the Brooklyn Core Curriculum for a web-based distance environment. Project will support release time for faculty development to ensure courses so that one-third of each course will be available on-line.

Barbara Higginbotham
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718-951-4342
Brooklyn College
2900 Bedford Avenue
Brooklyn, NY 11210

P116B981116

CUNY/College of Staten Island (NY) 1998

Disseminates a previous FIPSE project in which CSI faculty worked with high school teachers to develop integrated discovery based curricula which helped average students graduate from high school with an academic diploma and without need for remediation in college.

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James Sanders
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College of Staten Island/CUNY
2800 Victory Boulevard, Room 1A-211
Staten Island, NY 10314

P116B981340

CUNY/College of Staten Island (NY) 1998

Adapts successful components of Project Discovery, a program using integrated and discovery-based curriculum to improve the achievement of high school students, to reform teacher education. The teacher education program will use strategies developed in Project Discovery to instruct pre-service high school teachers in developing lessons that emphasize the integration of four subjects areas and discovery learning with the use of interdisciplinary content. The content areas will be English, social studies, mathematics, and science. (end date: 8/31/01)

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P116B980776

CUNY/Hunter College (NY)

1998

Develops a program in foreign languages to give students at various levels of foreign language learning, including heritage learners, opportunities to use languages in various professional and vocational settings. Senior language and literature faculty from seven CUNY colleges, now involved in a on-going university-supported Labor Market Analysis in the fields of accounting, law enforcement, and international business, will: 1) define the linguistic and cultural proficiencies required for various working needs, 2) measure those against proficiency levels currently achieved in liberal arts programs, and 3) prepare accordingly for the adaptation and teaching of new courses. Targeted languages include Chinese, Spanish, and German. (end date: 8/31/00)

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Department of German
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P116B981002

CUNY/Hunter College (NY) 1998

Utilizes the linguistic skills of students who are native speakers of languages other than English to carry out internships, community service, and academic research projects. The purposes is to develop and maintain students' skills, pride and interest in their own first languages; to support their learning of English; to increase appreciation for multi-language speakers as a campus and community resource; and to prepare bilingual students for career opportunities which use their language skills (08/31/01)

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Hunter College
Center for the Study of Family Policy
695 Park Avenue
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P116B981194

CUNY/New York City Technical College (NY) 1998

Adopts the school-based Tech-Prep concept to work-based learning in community college technology curricula. Students from five technology departments will participate in internships that provide experience in entrepreneurial management, marketing, sales, and technical tasks on site at the community college. The project places the control of internships within the college by expanding the college's existing Community Computer Support Service Center and Manufacturing Resource Center from repair and technical assistance sites to student-run businesses. (end date: 8/31/01)

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New York City Technical College
186 Jay Street
Brooklyn, NY 11201

P116B980249

CUNY/Queens College (NY) 1998

Develops a science teacher education program for graduate students who are pursuing a second-degree for certification in elementary education. Student research in urban environmental issues with regional environmental researchers leads to immersion in a hands-on residency program at an environmental teaching and research center. Students also apply science lessons learned on site at the middle school professional development site. (end date: 8/31/01)

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Queens College/CUNY
65-30 Kissena Blvd.
Flushing, New York 11367

P116B980310

Daytona Beach Community College (FL) 1998

Creates an On-Line-Support Center called DBCC Learner NET primarily for distance learners but also to be used by traditional campus-based students. DBCC Learner NET will seamlessly integrate the State of Florida's virtual library and student advising projects with locally developed on-line pre-enrollment information, admissions, student records, registration, student orientation, academic counseling and advising, tutoring and bookstore services. (end date: 8/31/01)

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904-255-8131, ext. 3670
Daytona Beach Community College
1200 W. Int. Spwy. Blvd.
Daytona Beach, FL 32114

P116B981452

Florida International University (FL) 1998

Uses dance as a vehicle for cross-cultural education. Dancing Across the Disciplines attempts to broaden perspectives on dance from a primarily European-American tradition with a focus on the theatrical arts to include dance rituals as expressions of cultural identity (e.g., social, political, religious). FIU, located in Miami, gives special attention in this project to the study of Latin American and Caribbean culture. (end date: 9/30/01)

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Latin American and Caribbean Center
11200 S.W. 8th Street
Miami, FL 33199

P116B980480 Foundation for Independent Higher Education (IL) 1998

Evaluates and disseminates the best ideas generated by a campaign to promote cost effectiveness at small private colleges. RAND Education will be the primary contractor for the evaluation, and FIHE will disseminate proven new ideas to 630 private colleges in the organization's national network. (end date: 8/31/2001)

Ruth E. Frey
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(312) 849-9400
Foundation for Independent Higher Education
11 S. LaSalle Street, Suite 1730
Chicago, IL 60603

P16B980095 Frederick Community College (MD) 1998

Establishes an Internet regional degree completion program in a geographical area not served by a four-year public institution. Students who complete lower division general education and major requirements will be encouraged to complete bachelor's degrees offered by distance providers via the Internet. Frederick Community College will provide a laboratory/learning center offering support services, access to technology, and other resources to students and will create collaborative partnerships with four year degree providers. (end date: 8/31/01)

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Frederick Community College
7932 Opossumtown Pike
Frederick, MD 21702

P116B980245 Gallaudet University (DC) 1998

Offers a semester-long student exchange program for deaf and hard-of-hearing undergraduates which combines internships in the U.S. students= fields with coursework at a Costa Rican University. Gallaudet and two other U.S. universities will send students to Costa Rica; Costa Rican deaf students will be hosted by Gallaudet. The project is a cooperative effort involving the universities and two Costa Rican organizations that serve the deaf (end date: 8/31/01)

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Foreign Languages and Literature
Gallaudet University
800 Florida Ave., NE
Washington, DC 20002

P116B980808

Gateway Community College (AZ) 1998

Proposes to develop a two-year associate degree for facilities systems technicians who work in technology industries. It is cohort- and block-scheduled, fully integrated, and based on problem-based learning (PBL). Because technology changes four times every three years, graduates of this program will be equipped to solve problems for technologies not yet invented. This program will stress problem solving rather than the training in specific skills involved in current facilities systems (heating, ventilation, and air conditioning). (end date: 8/31/01)

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Gateway Community College
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Phoenix, AZ 85034

P116B980567

Hartford, University of (CT) 1998

Creates integrative first-year groups (FIGs) with cross-course "integrative learning blocks" to restructure dramatically the first-year curricula and create more effective and efficient student learning. By developing a set of shared learning outcomes for FIG courses, the integrative learning block encourages students to develop higher level thinking skills.

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University of Hartford
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West Hartford, CT 06117-1599

P116B981183

Hobart and William Smith Colleges (NY) 1998

Enhances and institutionalizes a Writing Colleagues@ program in which upper-class students serve as facilitators in the teaching of reading and writing in lower level courses. The successful program, now in its fourth year, includes training for colleagues and cooperating faculty. The proposed enhancements include general expansion, as well as new uses of colleagues in the freshman summer program for students at risk, in the chemistry department, and in study-abroad programs (end date: 12/31/01)

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Hobart and William Smith Colleges
Department of Writing and Rhetoric
Geneva, NY 14456

P116B981642 Huston-Tillotson College (TX) 1998

Supports a planning grant to develop a technology based program to assist students to learn a structured process to write research papers.

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Huston-Tillotson College
900 Chicon Street
Austin, TX 98702

P116B980173 Illinois Institute of Technology (IL) 1998

Designs a series of web-based engineering laboratory experiments and creates standardized tools for local and remote access to IIT's undergraduate laboratories via the World Wide Web. Students will be able to perform experiments and analyze data locally in laboratories or remotely from satellite campuses, as well as from their home, workplace, or any other national site. Students will have full control over the variables measured, the quantity of data taken, and format for output of results. (end date: 8/31/01)

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P116B980458 Indiana University (IN) 1998

Creates a digital learning environment for use on the World Wide Web which provides students with visualization tools to investigate challenging problems in human pre-history. The goal is to promote instructional strategies that enable even introductory students, but also graduate students and faculty, to make sense of patterns and trends, and to construct new knowledge. The project will enhance the power of an existing Web-based instructional tool, *TimeWeb*, by creating a geographical visualization tool, *MapWeb*, which will allow students to query a complex relational database on African archaeology. (end date: 8/31/01)

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P116B981568 James Madison University (VA) 1998

Establishing internship sites at other colleges and universities as part of a new applied Ph.D. in Assessment and Measurement. The interns and James Madison faculty will provide technical assistance to campuses around the country for the purpose of revamping assessment programs (08/30/01).

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Center for Assessment and Research Studies
James Madison University
Cardinal House MSC2601
Harrisonburg, VA 22807

P116B980157 Kansas State University (KS) 1998

Creates a "Knowledge Age Enterprise" by training faculty to combine technological proficiency with curricular approaches that will enable more flexible, timely and responsive access to knowledge by the learner. The Plains Academy Partnership will develop a series of workshops that will enable faculty to become "knowledge brokers".

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785-532-3112
Kansas State University
128 Bob Dole Hall
Manhattan, KS 66506-6902

P116B980335 Levine School of Music (DC) 1998

Establishes a program to train secondary teachers in the Washington, DC metropolitan area in the use of technology to enhance music instruction. Teachers are trained in the use of technology tools and equipment, and learn computer-based composition. (end date: 8/31/2001)

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Levine School of Music
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Washington, DC 20008

P116B981469 Maine, University of (ME) 1998

Develops the Inter-Chem-Net approach into a comprehensive national model demonstrating how chemical instruments can be made accessible and useful to students through the use of computers. The approach creates an instrumentation and software configuration for early college chemistry courses in which students are linked by computer to real instruments. The cost savings are considerable, given the high cost of spectrometers and other laboratory instruments. The model stresses mastery and discovery in its laboratory exercises.

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University of Maine
Department of Chemistry
Orono, ME 04469-5706

P116B980071 Manhattan Community College (NY) 1998

Improves students' problem-solving and technology skills in quantitative-based business courses through the adaptation of a computer animations model. The student-produced computer and calculator animations will enable students to improve analytic, communication, computer and graphing skills. (end date: 8/31/01)

Patricia Wilkinson
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Borough of Manhattan Community College
199 Chambers Street
New York, NY 10007

P116B980674 Massachusetts, University of (MA) 1998

Completes the development of eight art history module on two CD-ROMs. The CD-ROMs will be used in a year-long, two-course survey of art history. The CD-ROMs encourage active learning; emphasize selective case studies on art themes and issues, not just art objects; are written by different faculty members; and cover non-Western, as well as Western, art. Rather than providing the traditional comprehensive, chronological overview, these modules teach ways of looking at and thinking about visual art and assume a cross-cultural perspective.

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Art History Program
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P116B980596 Michigan, University of (MI) 1998

Converts the well-received lessons of Business Arabic into interactive multimedia applications incorporating LIBRA. The multimedia package will be flexible enough to be used in a variety of learning situations, such as the classroom, the language lab, self study, and distance learning. It will allow students from many colleges and universities that cannot afford to offer Arabic, or business Arabic access to the language and the culture. Further, it will be an exploration of the usefulness of LIBRA for a non-European and difficult language. (end date: 8/31/01)

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P116B980744 Minnesota, University of (MN) 1998

Develops a program of transition-to-work for welfare recipients via the traditional baccalaureate degree which will serve as a portable, national model. Using campus and community resources, the project will create access to the BA within the constraints of the post-AFDC welfare legislation.

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General College
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P116B980004 National Foreign Language Center (DC) 1998

Develops Langnet, a national model for resource sharing and curricular customization across all languages. Test modules are to be built in four less-commonly-taught languages (LCT's), Korean, Hausa, Swahili, and Yoruba since few colleges and universities have the resources to offer instruction in the LCT's. Modules can be used independently, or as add-ons to standard university courses. The four pilot fields will concentrate on the development of quality assurance standards, the selection of learning materials, and the development of networks which will provide information, learning opportunities, and teaching assistance to institutions or individuals on demand. (end date: 12/31/99)

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NFLC
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Washington, DC 20036

P116B981448 New England Conservatory (MA) 1998

Develops a new institution-wide music education curricula for all undergraduates at the Conservatory, a leading college of music where nearly 80% of all students teach after graduation but fewer than 10% participate in more education issues. The Artist/Teacher/Scholar Framework provides the basis for a program which will create opportunities for performance majors to gain the experience they need to be effective teachers by integrating concepts of artistry and scholarship in all teaching experiences.

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New England Conservatory
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Boston, MA 02115

P116B981224 North Carolina, University of, Charlotte (NC) 1998

Develops a student-centered system of course evaluation based on the measurement of student learning. Teaching assessment will be based on the actual knowledge gained by the students and judged against a set of established criteria for courses in engineering and education. The purpose is to examine the effectiveness of a learning-centered teacher evaluation in relation to the more common forms of evaluation based on student feedback (end date: 8/14/01).

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University of North Carolina – Charlotte
College of Engineering
Charlotte, NC 28223

P116B980915 Oregon University System (OR) 1998

Develops key elements necessary to implement the Oregon Electronic University, an experimental statewide collaboration in distance education among the postsecondary institutions in the State of Oregon. The project will establish a Web-searchable catalogue of courses and degree programs in Oregon and nearby states; develop criteria and campus agreements to share courses via a Common Course Marketplace (CCM); create a financial model formula to assign costs and revenues for the common course users; and develop criteria for designation of “host” institutions for the referral of students seeking college degrees via distance education. (end date: 9/30/01)

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Oregon University System
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Eugene, OR 97403-0175

P116B981618

Oregon State University (OR) 1998

Implements an International Environmental Science Certificate program in Spanish. Students would live in an international residence on campus, take language and environmental science courses, study abroad with classes in Spanish, and reach advanced language proficiency by the senior year. The project is designed to prepare students for "borderless careers" in the next century. (end date: 8/31/01)

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Office of International Programs
Oregon State University
Corvallis, OR 97331

P116B980537

Pace University (NY) 1998

Creates several Professional Development Schools in New York City in order to improve the preparation of pre-service teachers to work in urban settings and to strengthen the practice of veteran teachers. The project will provide training for teachers to be mentors and models of good practice. Project activities include the development of case studies and workshops to improve in-service teaching. Teacher education students would serve three-year apprenticeships with mentors in the schools. (end date: 8/31/01)

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New York, NY 10038

P116B980272

Pittsburgh, University of (PA) 1998

Introduces a workshop-style laboratory in a year-long general chemistry course. The usual graduate teaching assistant is replaced by 3 or 4 Undergraduates Teaching Undergraduates (UTUs). Each UTU is assigned to a small group of students in the lab but works with other UTUs as part of an instructional team. The collaborative approach used is expected to improve undergraduates' knowledge of chemistry and their attitudes toward doing scientific experimentation. The project builds on successful use of UTUs in recitation sections of Workshop Chemistry (NSF sponsored) where improved learning occurred for even at-risk students. (end date: 8/31/01)

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University of Pittsburgh
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P116B980792 Portland State University (OR) 1998

Designs courses in tribal administration and delivers them via two-way videoconferencing to Native American tribal communities. The courses will use culturally appropriate settings, such as a campus-based Longhouse, and pedagogies intended to increase participation and the likelihood of retention and graduation. Students will be able to take a concentration of undergraduate courses or a tribal administration specialty track to meet Masters of Public Administration degree requirements. The project is intended to help Tribal Nations assume fiscal control and decision-making authority over programmatic activities formerly handled by the Bureau of Indian Affairs. (end date: 9/15/01)

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Portland State University
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P116B981383 The Posse Foundation (NY) 1998

Expands its successful college placement, retention and completion program for "non-traditional" students. The Foundation recruits and trains small, culturally diverse groups of urban students and places them, as a group, at selective colleges and universities. The groups, who might not otherwise have had the chance at a college education, act as a model of diversity and agents of social change on campus.

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The Posse Foundation, Inc.
14 Wall Street, 7th Floor
New York, NY 10005

P116B980100 Public Broadcasting Service, Adult Learning Services (VA) 1998

Creates ACCESS, an interactive web-based decision-making and advising system that will provide students comprehensive information about colleges, distance learning programs, and curricula and help them navigate the increasingly competitive postsecondary distance learning marketplace. The ACCESS project will offer students a suite of services designed to help them explore and define their academic and career options and then help them to identify and select appropriate colleges and distance learning programs. ACCESS will be piloted at as many as four universities and thirteen community colleges during the period of the grant., focusing initially on the transition of two-year college students into four year degree programs, but gradually expanding in size and scope. (end date: 8/31/01)

Will Philipp
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PBS Adult Learning Service
1320 Braddock Place
Alexandria, VA 22314

P116B981271**Puerto Rico, University of, Río Piedras (PR) 1998**

Develops and makes available on the World Wide Web computer modules in Spanish for introductory chemistry courses. The project fills a need to support Spanish-speaking students who often rely on instructional materials for chemistry written in English. The modules will be supported by an intelligent tutoring system and will incorporate a significant number of problems requiring higher order thinking skills. (end date: 8/31/01)

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Parkville Terrace
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P116B980086**Rhode Island, University of (RI) 1998**

Expands the International Engineering Program to focus on the international opportunities in Latin America. Like its very successful German counterpart, students will earn double degrees in Engineering and in Spanish and they will participate in internships in Latin America and some may study one or two semesters abroad. An additional goal of this project is to draw students from Rhode Island's large Spanish- and Portuguese-speaking communities into the program, building on the students' home language skills. Outreach and support activities with local high schools will help prepare students to enroll and succeed in the program. (end date: 8/31/01)

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Department of Languages
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Kingston, RI 02881

P116B980382**Rutgers, The State University of New Jersey (NJ) 1998**

Establishes the Direct Path program which will use distance learning courses to facilitate transfer of community college students to four-year institutions and their completion of the baccalaureate degree. Rutgers-Camden will lead a consortium of New Jersey colleges in creating an integrated curriculum and in using interactive TV to bring community college and four-year college students together in selected general studies courses and foundation courses in the major. The goal is to organize electronic learning communities which establish early ties for community college students with a four-year college and offer the support needed to preserve the students' long-term educational goals. (end date: 8/31/01)

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Rutgers University-Camden
Teaching Excellence Center
406 Penn Street
Camden, NJ 08102

P116B980556 Sacred Heart, University of the (PR) 1998

Develops and implements a service learning component in the fourth-year curriculum for 27 majors. The project would focus on the integration of theory and practice and on the application of technical and social skills for students entering the workplace. The faculty will use service learning as a new method to change a traditional lecture-based curriculum with the revision and inclusion of society-based service projects. Faculty training and curriculum revision activities will include faculty, administrators, students, and community resource persons. (End date: 9/30/01)

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University of the Sacred Heart
PO Box 12383
San Juan, PR 00914-0385

P116B980693 Saint Anselm College (NH) 1998

Establishes the Undergraduate Research Scholar Program to ensure that students at small liberal arts colleges gain successful admission to graduate school. The program will include hands-on learning, interinstitutional mentoring relationships, and will contribute to higher levels of scholarship.

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St. Anselm College
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P116B981262 San Jose State University (CA) 1998

Creates a partnership of seven departments at the university to work with Silicon Valley high-tech corporations in developing a four-year degree in environmental health and safety responsive to industry needs. Industrial partners are eager to collaborate because no four-year degree in this field exists. As a consequence, firms have been forced to hire Master's level students from a very small pool of candidates.

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San Jose State University
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San Jose CA 95192-0082

P116B981034

South Carolina Commission on Higher Education (SC) 1998

Documents and evaluates the effects of performance-based funding on the public colleges and universities and their students in South Carolina. The project will also evaluate a model for documentation and assessment which other states may use.

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S.C. Commission on Higher Education
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Columbia, SC 29201

P116B980492

Southern California, University (CA) 1998

Creates an on-line clearinghouse of information needed for improved health, safety, and risk management for students in study abroad programs. Some of the resources for the project are drawn from a consortium of study abroad programming institutions and major professional associations concerned with international travel and student services administration. The project provides an electronic mail group, an on-line journal about health and safety in study abroad, bibliographies, and hypertext linkages to pertinent websites. (end date: 8/31/01)

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School of Education, WPH-904D
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Los Angeles, CA 90089-0031

P116B981022

Southern University (LA) 1998

Develops an integrated professional experience component in the School of Architecture curriculum, including a series of courses emphasizing professional practice and a series of summer field-based internships. The goals of the project are to improve students' preparation for the professional workplace and to increase the number of Blacks who achieve professional licensure in architecture. (end date: 8/31/01)

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Southern University
School of Architecture
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P116B980359 Southwest Texas State University (TX) 1998

Develops a series of nine teacher-training workshops on geography, delivered through interactive videoconferencing and the Internet. High school teachers, especially those in rural areas, will be trained in geography content that can be applied to teaching ninth and tenth grade disadvantaged students. Teachers will also receive training in the use of technology to enhance instruction. The final part of the project focusses on a study of the comparative effectiveness of the delivery systems. (end date: 8/31/01)

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Southwest Texas State University
Geography and Planning
601 University Dr.
San Marcos, TX 78666

P116B980874 St. Philip's College (TX) 1998

Proposes to link developmental education to vocational/business mentoring and provides welfare recipients with basic developmental skills within a shorter time frame. Students with developmental prerequisites will be able to pass the state standardized test for entry into credit courses after completing a 21 week course supplemented with tutoring and mentoring by business leaders, faculty, and students. (end date: 8/31/99)

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St. Philip's College
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San Antonio, TX 78203-2098

P116B980588 SUNY/Binghamton University (NY) 1998

Develops an integrating capstone course in general education in which 100 students, in teams of ten, are guided by six faculty and staff to investigate and propose solutions to widespread social problems. The new teaching model will provide undergraduates with a deeper understanding of the nature, purpose, and application of their general education courses. (end date: 8/31/2001)

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Binghamton University
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Binghamton, NY 13902-6000

P116B980062

Suomi College (MI) 1998

Adapts proven Finnish educational technologies to the U.S. through business-based Finnish design curricula. The four-year degree will stress product design, yet also equip graduates with the business skills they need to run their own design firm. Because design professionals are scarce in rural areas, this model, which has worked effectively in Finland, can help boost economic development in rural areas of the U.S. Existing courses will be modified and other courses developed to achieve the dual focus of design and business.

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Hancock, MI 49740

P116B980621

Tidewater Community College (VA) 1998

Aligns writing instruction methods and standards at a feeder high school with those now in effect at the community college, in order to reduce the need for remediation once students begin college. A multi-fold approach will be developed to incorporate increased communication about writing standards among high school teachers, high school students, and college instructors. The projects main objectives are (1) develop and disseminate a model for staff development in writing instruction; (2) improve student writing and increase the number of students competent to take college composition; and (3) validate a multiple measures writing placement procedure. Faculty workshops and a new high school writing center, both collaborative projects of the two institutions, will strengthen writing instruction at the secondary level (end date 06/01/01).

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tcjenn@tc.cc.va.us
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P116B981264

Utah State University (UT) 1998

Develops a "hybrid CD-ROM template with Internet technologies to be used to help students apply what they have learned in distance education". The template could be used for any content or subject area. The first content area will focus on children up to five years of age with disabilities. The project technology will be used to create learning communities of students as they participate in applied simulations. (end date: 9/30/01)

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Center for Persons with Disabilities
6801 University Blvd.
Logan, UT 84322-6801

P116B980462

Washington State University (WA)

1998

Develops a computerized lab that teaches students of audiology and other speech and hearing sciences to understand and use electronic instrumentation important in their disciplines. The project makes instruction cost-effective in that expensive equipment is simulated, relieving institutions of having to equip their labs with the latest in the ever-changing technology in these fields. As an approach to teaching complex technology via simulation, the project offers a model which promises to go beyond the speech and hearing sciences. (end date: 8/31/01)

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Pullman, WA 99164-2420

P116B980227

Wisconsin, University of, Green Bay (WI) 1998

Develops an on-site Early Childhood Teacher Education program in partnership with the public school district and several area child care programs. Program competencies will be matched with PK-12 school and community needs in a collaboratively-supported, community-based child development center. Pre-service teachers will learn on-site over the course of two semesters and two summers. (end date: 8/31/2001)

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P116B980930

Wisconsin, University of, Madison (WI) 1998

Develops intermediate- and advanced-level multimedia curricula (Computer/CD-ROM) to teach Yoruba, a "less commonly taught language" spoken in Nigeria, Benin and Togo. This project builds upon the successful development of a CD-ROM to teach first year and integrates the use of new technologies (World Wide Web, Computers, CD-ROM) with innovative pedagogical practices to help teach students of less commonly taught languages. The project offers a replicable model for use of multimedia technology to provide language instruction in other less commonly taught languages (end date 08/31/01).

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P116B981275 Women in Engineering Program (WEPAN) (CA) 1998

Develops a national electronic mentoring network, directed primarily at women, in engineering, science, and mathematics. The project, which builds on successful regional models, will link students with mentors in industry. Mentors will offer advice, via e-mail and related network-based technologies, to help female undergraduates thrive in traditionally male dominated programs. The goal is to improve the retention of women in these fields and to facilitate their preparation for the workplace. (end date: 8/31/99)

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1998 European Community/United States Joint Consortia Projects

P116J980001 User Response to Innovative Transportation and Information Technology

U.S. Lead School: Massachusetts Institute of Technology

EU Lead School: University of the Aegean, Greece

In recent years, one of the hottest topics in transportation studies has been understanding and modeling the behavior of people who use innovative transportation and information technologies. Intelligent Transportation Systems (ITS) is the umbrella term for such technologies, which encompass applications such as Advanced Traveler Information Systems, Advanced Traffic Control Systems, Advanced Public Information Systems, Electronic Fare Collection, Electronic Data Interchange applications, and integrated logistics systems in freight movement. Wide applications of ITS technologies can be found in the United States and in the European Community, but such applications have been the result of independent research and technological development in the country where the application is put to use. This project will develop intensive summer seminars to be held at the Massachusetts Institute of Technology and the University of the Aegean to help students and faculty understand and model the behavior of people who use these innovative transportation and information technology systems. The purpose of the seminars is to develop a global approach to the education, research, and development of intelligent transportation systems.

U.S. Contact:

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EU Contact:

Nicoaos Litinas
Business Administration
University of the Aegean
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Nlit@aegean.gr

U.S Partner Institutions

North Carolina A&T, NC
Northwestern University, IL

EU Partner Institutions

Delft University of Technology, NL
University of Naples, IT

P116J980010 Building an International Network to Enhance Work-Based Learning for Technical and Skilled Workers

U.S. Lead School: Austin Community College
EU Lead School: Handwerkskammer-Koblenz

This planning project will develop a project among community colleges in the United States, training institutions in Europe, and semiconductor manufacturing industries to produce an integrated curriculum to train qualified technicians and skilled workers. The goal is to draw on a mixture of best practices in apprenticeship training in Europe and successful classroom-based education in the United States. Successful European training has generally been based on hands on apprenticeship learning. The best classroom-based curriculum in the United States is currently used by over 50 community colleges and was developed in collaboration with SEMATECH, a consortium of the largest semiconductor companies. The plan is to develop an international network where U.S. and European students have the opportunity to learn overseas in a mixture of the best classroom practices and work-based learning environments.

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EU Contact:
Bernard Eckgold
Handwerkskammer Koblenz
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ausbild@hwk-koblenz.de

U.S Partner Institutions
Tarrant County Community College, TX
Southern Maine Technical Institute, ME
Dresden, D
Maricopa County Community Coll. District, AZ

EU Partner Institutions
Koning Willem I College, NL
Chamber of Industry & Commerce-
Hogeschool-Holland, NL

P116J98014 The Transatlantic Business School Alliance

U.S. Lead School: East Tennessee State University
EU Lead School: Hochschule Bremen

The Transatlantic Business School Alliance is a consortium of seven institutions of higher education whose mission is to develop a common, international business school curriculum with help from the business school accrediting association, AACSB- the International Association for Management Education. The goal of the alliance is to develop a robust curricular model that can be replicated by colleges and schools of business throughout the USA and in countries of Europe. The model will target regional universities in the United States and colleges and universities in Europe which concentrate on applied business studies. The new curriculum will offer students from these types of institutions the opportunity to obtain dual degrees from U.S. institutions and European member institutions.

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smitj101@etsu.edu

EU Contact:
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International Business Program
Hochschul Bremen
49-421-5905-140
www.petrarutz@hotmail.com

U.S Partner Institutions
University of Missouri-Kansas City, MO
University of North Carolina-Wilmington, NC

EU Partner Institutions
CESEM Mediterranee, F
University of Westminster, UK
University of Valencia, ES

P116J980015 Earth Imaging Techniques and Their Applications

U.S. Lead School: Purdue University

EU Lead School: Ecole Nationale Supérieure des Mines de Paris (ARMINES)

After about 30 years of existence, Earth imaging has become a mature technology and applied science. Pioneering scientific groups on both sides of the Atlantic are now deeply involved in technology transfer and teaching programs but their knowledge cultures have often developed in parallel with little communication between one another. In this project five leading European and U.S. institutions, along with industry partners, will develop a convergent curriculum for students in the field of Earth imaging. The participating institutions are committed to work towards mutual science and engineering degree recognition. The project also includes language and socio-cultural awareness training. Internet collaborative technologies will be exploited throughout the project to extend the educational experience beyond the actual period of study abroad.

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EU Contact:

Jean-Marie Monget

ARMINES

Centre d'Informatique Géologique

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U.S. Partner Institutions

West Virginia University, WV

Carr Astronautics Corp., DC

EU Partner Institutions

Demokritos University of Thrace, GR

Institut National Agronomique de Paris-Spatiale, F

Editions de la Boyère, F

P116J980016 Consortium for Transatlantic Cooperation in Marine Policy and Coastal Management Education

U.S. Lead School: University of Delaware

EU Lead School: Universidad de Sevilla

This project is focussed on marine policy and coastal management education. Proposed activities will facilitate the exchange of knowledge between partners regarding national fisheries management and ocean and coastal management issues by establishing a series of post-graduate level cooperative linkages. The educational partners in this consortium will develop a new framework for teaching integrated coastal management studies, implement new teaching strategies and materials for use in course modules on fisheries issues, and initiate new opportunities for international internships. The project will be evaluated for effective learning outcomes, especially the methodology for teaching the course modules via distance technology.

U.S. Contact:

Biliana Cicin-Sain

Center for the Study of Marine Policy

University of Delaware

302-831-8086

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EU Contact:

Juan Luis Suarez de Vivero

Universidad de Sevilla

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U.S. Partner Institutions

University of Massachusetts, Boston, MA

University of Miami, FL

Center for Marine Conservation, DC

Nat. Oceanic and Atmospheric Admin., MD

International Union for the Conservation of

Nature, Washington, DC

EU Partner Institutions

University of Wales, UK

University of Genoa, IT

UNESCO (IOC), F

Elsevier Science Publishers, UK

P116J980022 Developing Fast Track Articulation Between Vocational and Higher Education Programs

U.S. Lead School: Harold Washington College-City Colleges of Chicago

EU Lead School: Handsworth College

This project seeks to improve learning opportunities and access to higher education for students in vocational education programs, especially students with disadvantaged backgrounds coming from metropolitan communities in the United States, the United Kingdom, Denmark, and Finland. At the heart of the project is curriculum development aimed at establishing articulation between vocational programs, with somewhat different emphases, offered in the U.S. and in the participating European countries. An important goal of the project is to develop a framework for benchmarking levels and standards of the two different systems of vocational preparation. Work on curriculum development and the evaluation framework is designed to accelerate progression of vocational students into higher education.

U.S. Contact:

John W. Wozniak

Harold Washington College

International and Non-Traditional Programs

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EU Contact:

Chris Webb

Handsworth College

Office of the Chief Executive

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U.S. Partner Institutions

Dekalb College, GA

San Diego City College, CA

EU Partner Institutions

Clarendon College, UK

East Birmingham College, UK

Niels Brock International Copenhagen

Business College, DK

South-Carelia Polytechnic, FI

Newham College of Further Education, UK

P116J980024 Comparative Regional Policy and Development in the Era of Territorial Integration

U.S. Lead School: University of North Carolina

EU Lead School: Vienna University of Economics and Business Administration

Regional development has become a primary concern to many disciplines and professions, raising important questions on both sides of the Atlantic as to which issues are central and how students should be exposed to the best curricular approaches at European and U.S. institutions. This project establishes a joint, year-long program of study in comparative U.S.-E.C. regional development policy for undergraduate and graduate students. The proposed Core Certificate Module draws upon direct exchange, on-site courses, specialized seminars, case study projects, distance learning courses, and internship-work opportunities to provide a unique curriculum for content-and cost-effective comparative learning experiences.

U.S. Contact:

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EU Contact:

Edward M. Bergman
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Vienna University of Economics and Business Administration
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U.S. Partner Institutions

Carnegie Mellon University, PA
University of Illinois at Urbana Champaign, IL

EU Partner Institutions

Rijksuniversiteit Groningen, NL
Humboldt University – Berlin, D

P116J980034 Scholar and Multimedia Exchanges in Environmental/Water Resources Engineering and Sciences

U.S. Lead School: Purdue University
EU Lead School: Vrije Universiteit Brussel

On both sides of the Atlantic the problems of controlling the quality of the environment are paramount. Current scientific and societal interests in the environment, in the future of water resources in particular, and recent developments in the U.S. and the E.C. in environmental engineering present unique challenges in educating students on both continents. The proposed student exchange program will make it possible for students to participate in the most recent advances in environmental/water resources engineering and science. The program seeks to develop transatlantic student mobility in this field through courses with full academic recognition, research internships, and practical training and placement in industry. The program will prepare competent individuals to design, operate, maintain, and rehabilitate the needed environmental infrastructure for the foreseeable future.

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U.S. Partner Institutions

University of Illinois
at Urbana-Champaign, IL
University of Iowa, IA
University of Minnesota, MN

EU Partner Institutions

Technical University Denmark, DK
Aristotle University of Thessaloniki, GR
University College London, UK
University of Lancaster, UK
Suez-Lyonnaise des Eaux, F

P116J980038 Transatlantic Academic Student Internship Program

U. S. Lead School: Oregon State University

EU Lead School: Universite Claude Bernard Lyon 1

The activities of the consortium will focus on American and European students in the general area of Business Administration and Economics who pursue coursework relevant to the issues of managing a small or medium-sized business in an international environment. Graduate students will participate in internships. Advanced undergraduates will pursue coursework and participate in an international internship. The typical duration of a transatlantic stay will be one year.

U.S. Contact:

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EU Contact:

Bernd Hofmann

Universite Claude Bernard Lyon 1

0033-4-72-69-21-66

U.S. Partner Institutions

St. John's University, NY

Black Hawk College, IL

EU Partner Institutions

Instituto Superior de Gestao, P

Noordelijke Hoogeschool Leeuwarden, NL

Hochschule Wismar, D

P116J980039 International Master of Science in Aerospace Engineering

U.S. Lead School: University of Colorado

EU Lead School: University of Glasgow

A consortium of eight universities will develop and implement an international graduate degree program consisting of course modules and directed research to train effective leaders in aerospace development. The purpose of the masters degree is to develop the professional capabilities of engineers for employment in the international aerospace industry and to enhance their understanding of the operation of global markets. The course content will be developed in year one. Students will begin the degree program in year two. It is expected that a typical overseas study period will be four months or more. The first degrees will be conferred at the end of year three.

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U.S. Partner Institutions

Univ. of Colorado, Colorado Springs, CO

North Carolina State Univ., Raleigh, NC

Stanford University, CA

EU Partner Institutions

Technische Universitat, Munich, D

Politecnico di Torino, IT

Politecnico di Milano, IT

Universidade da Beira Interior, P

P116J980041 International Architectural Educational Exchange

U.S. Lead School: Georgia Institute of Technology

EU Lead School: Ecole d'Architecture Paris La Villette

With an increasingly global economy and rapidly growing urban communities, the question of sustainability becomes a matter of international importance. Design professionals, architects in particular, traditionally operating at a local level, are being called to practice at a global level.

This consortium investigates strategies for building sustainable environments within the context of international practice, meeting a growing demand in academia and in the profession for international inquiries into sustainable urban architecture. It also meets an increasing need for cooperation and student exchange between U.S. and European professional-degree programs in architecture.

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EU Contact:

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U.S. Partner Institutions

Catholic University of American, DC
California State Polytechnic Univ., CA

EU Partner Institutions

Escuela Técnica Superior de Arquitectura de
Barcelona, ES
Innsbruck Universität Institut für Hochbaus
Entworfen, AU

P116J980066 INUNED: Bridging the Gap in Undergraduate Education

U.S. Lead School: Orange Coast College

EU Lead School: Escola Tecnica Professional del Clot

The consortium will develop and implement a model for an International Undergraduate Certificate in the areas of Semiconductor Technology, Computer Systems Technology, Heating, Ventilation, and Air Conditioning, and Hotel Management. The certificate will consist of courses and international work placements. The certificate will offer a cost-effective educational opportunity that will allow students to enter the workforce in a timely manner or pursue a four-year degree or its EC equivalent.

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U.S. Partner Institutions

Texas State Technical College, TX
Rockwell Industries, CA
Texas Instruments Inc., TX
P.M. Realty Group, CA

EU Partner Institutions

Institut Politecnic Sant Ignasi, ES
Lycee Sainte Famille, F
Lycee Sainte Anne, F
Grimsby College, UK
Escola Bento de Jesus Caraca, P
Vocational Education Association, IC
Institut Catala Detecnologia, ES.

Controlling the Cost of Postsecondary Education Program--1998

P116R980004 Indiana University (IN) 1998

Develops a Web-based, remedial music fundamentals course that is both individualized and interactive. The course will permit concentration of faculty resources on non-remedial courses and employment of fewer graduate assistants in the remedial courses. (end date: 8/31/2000)

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School of Music
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P116R980017 Nova Southeastern University (FL) 1998

Develops a three-year baccalaureate program for Nova students capable of advanced independent learning. The program will focus on learning outcomes rather than seat time, innovative pedagogies and ongoing assessment. The primary vehicle for reducing students' time to degree will be through demonstration of proficiencies resulting in credit hour awards in the area of general education. (end date: 8/31/2000)

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Nova Southeastern University
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Fort Lauderdale, FL 33314

P116R980038 Massachusetts, University of, Amherst (MA) 1998

Expands the use of an innovative electronic homework system as a replacement for recitation sections in large-enrollment classes. Initially tested in chemistry, the system will be pioneered in three other departments and at two additional institutions, Tuskegee and the University of Massachusetts at Dartmouth. (end date: 8/31/2000)

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Computer Science Department, LGRC
University of Massachusetts
Amherst, MA 01003-4610

P116R980056 Dickinson College (PA) 1998

Explores the creation of a joint entity to run the business functions of three independent colleges in Central Pennsylvania: Dickinson, Gettysburg, and Franklin & Marshall Colleges. Support will enable the colleges to analyze business functions which might be centralized and implement cost-saving measures in a variety of functions ranging from purchasing to payroll to computer technology. (end date: 8/31/2000)

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Dickinson College
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P116R980067 Colorado, University of, Denver (CO) 1998

Develops an on-line student support services system and teaching teams to increase enrollments and improve the quality of on-line courses. The project will also develop protocols that will allow all campuses in the Colorado University system to share on-line courses and revenues. (end date: 8/31/2000)

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University of Colorado at Denver
Denver, CO 80217-3364

P116R980085 Colorado State University (CO) 1998

Disseminates Colorado State's Small-Scale Chemistry program to several community colleges. The project will develop print, video, and Internet materials to support community college adaptations of the program, and will compare direct and indirect costs of small-scale laboratories with traditional chemistry labs. (end date: 8/31/2000)

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Colorado State University
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P116R980092 Roane State Community College (TN) 1998

Develops a course management scheduling system with two primary purposes: to assist students in the timely completion of degree programs, and to help the institution manage scheduling problems involved in a multi-campus operation utilizing several modes of delivery. The scheduling system will enable the college to plan course offerings 2-4 years in advance. (end date: 8/31/2000)

Amy Keeling
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Roane State Community College
276 Patton Lane
Harriman, TN 37748

P116R980094 Western Interstate Commission for Higher Education (CO) 1998

Examines whether the postsecondary community is achieving cost reductions from recent investments in education technology. Cost finding principles developed by the National Center for Higher Education Management Systems (NCHEMS) will be expanded to cover technology costing measures and a costing methodology for technology will be tested in at least two states. (end date: 8/31/2000)

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Western Cooperative for Education Telecommunications
P.O. Box 9752
Boulder, CO 80301-9752

P116R980096 Santa Barbara City College (CA) 1998

Develops an on-line course design and delivery system intended to lessen the time needed to develop courses for the Internet. The new software will enable development of on-line courses by less technologically-oriented faculty, with less assistance from campus technology experts. Costs will be compared to the costs of developing such courses with current software. (end date: 8/31/2000)

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Santa Barbara, CA 93109

1998 Disseminating Proven Reforms

P116P980001 Johns Hopkins University (MD) 1998

Sites: Johns Hopkins University (MD)
Catholic University of America (DC)
Georgetown University (DC)
University of Maryland, College Park (MD)

Creates a specialized WWW database of FIPSE project descriptions to provide easier access to FIPSE project information for interested higher education reformers. The project also tests a model of dissemination in which adapting sites select innovations and initiate implementation with original developers in order to increase opportunities for adapting institutions nationwide to apply for a dissemination grant. The model focuses on selected foreign language software developed under previous FIPSE grants.

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Baltimore, MD 21218

P116P980003 University of Oregon (OR) 1998

Sites: CUNY/Hunter College (NY)
California Polytechnic State University (CA)
University of Massachusetts Dartmouth (MA)
U.S. Naval Academy (MD)
Pacific University (OR)
Salt Lake Community College (UT)

Disseminates RealTime Physics labs and Interactive Lecture Demonstrations for use in introductory physics courses. Laboratory costs are reduced and student interactions are individualized as students conduct real experiments on the computer. Originally based on Workshop Physics, this effort has recently taken more of a studio approach.

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Department of Physics
1274 University of Oregon
Eugene, OR 97403-1274

P116P980009 University of Rhode Island (RI) 1998

Sites: Not Limited

Establishes a national resource center on issues related to the education of engineers for a global workplace. Based on its ten-year-old International Engineering Program, this project would capitalize on the university's experience with the development of internships and academic exchange partnerships abroad as well as techniques for program and curricular development at home. The center will collect and disseminate the work of other institutions on this topic.

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University of Rhode Island
International Engineering Program
Department of Languages
Kingston, RI 02881

P116P980011 Texas A&M University (TX) 1998

Sites: Texas A&M University at Commerce (TX)
Texas A&M University at Tarleton (TX)
Sam Houston State University (TX)
Stephen F. Austin State University (TX)

Disseminates an integrated engineering science core curriculum for sophomores interested in an Engineering/Physics degree. The original curriculum was developed under a 1991 NSF grant. The program connects real-world engineering problems and has collected evaluation data showing statistically significant student improvements in understanding engineering fundamentals. The curriculum will be disseminated to feeder regional campuses of the university.

Louis J. Everett
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(409) 845-9591
Texas A&M University
207 Engineering/Physics Bldg.
Mail Stop 3123
College Station, TX 77843-1323

P116P980013 Southwest Texas State University (TX) 1998

Sites: San Angelo State University (TX)
Sam Houston State University (TX)
University of Texas at San Antonio (TX)
East Central State University (OK)
Northern Arizona University (AZ)

Disseminates an interdisciplinary regional studies program originally funded in 1993 through a joint FIPSE/NSF/NEH grant. The project integrates science and the humanities to build intercultural knowledge through a Southwestern studies minor. Participating institutions will develop new regional studies centers and learn new ways of teaching through regional studies programs.

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Southwest Texas State University
Center for the Study of the Southwest
601 University Drive
San Marcos, TX 78666

P116P980027 Bonner Foundation (NJ) 1998

Sites: Allegheny College (PA)
Centre College (KY)
Warren Wilson College (NC)
Bluefield State College (WV)
Southwest Virginia Community College (VA)
La Grange College (GA)

Disseminates to campuses a four-year community service scholarship program, providing students financial assistance so that they gain access to higher education as well as an opportunity to serve their community. The program helps participating institutions become more fully engaged with their communities, trains a core group of students to become leaders in the program, and creates graduates likely to become active and knowledgeable participants in society.

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Bonner Foundation
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Princeton, NJ 08540

P116P980031 Allegheny University of the Health Sciences (PA) 1998

Sites: University of Kentucky (KY)
Case Western University (OH)
Louisiana State University (LA)

Disseminates a model for integrating a women's health education program into the medical curriculum. The grantee will mentor and advise adapting institutions to perform a needs assessment for students and faculty, develop and implement methods to enhance the visibility of women's health curriculum, implement an action plan to foster curricular change, and review and modify existing curricula to include women's health issues.

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Lucia Beck Weiss
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Hahnemann School of Medicine
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Philadelphia, PA 19129

P116P980032 Eastern College (PA) 1998

Sites: Covenant College (GA)
Northwestern College (IA)
Nyack College (NY)
University of Sioux Falls (SD)
Roberts Wesleyan College (NY)

Adapts Eastern's innovative three-credit freshman-year course "Living and Learning in Community" to five other institutions which are members of the Christian College Coalition. The course incorporates an academic advising system, identification and intervention with at-risk students, a service-learning requirement, holistic development and active learning.

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St. Davids, PA 19087

P116P980035 Tidewater Community College (VA) 1998

Sites: Blue Ridge Community College (VA)
Colorado Mountain College (CO)
Colorado Northwestern Community College (CO)
Forsyth Technical Community College (NC)
Thomas Nelson Community College (VA)

Disseminates an internationalization program to five community colleges. The program includes summer seminars for faculty, faculty development activities abroad and at home, visiting speakers, intensive summer language training, and short-term study-abroad opportunities for students. The program is intended to double the number of students exposed to internationalized course content.

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Portsmouth, VA 23703

P116P980040 Utah Valley State College (UT) 1998

Sites: University of Utah (UT)
Rochester Institute of Technology (NY)
Loyola University of Chicago (IL)
Chaffey College (CA)

Adapts Utah Valley's "Ethics Across the Curriculum" program, which focuses on ethics education in the disciplines and the professions. The purpose of the program is to teach faculty and students to recognize and resolve ethical issues within their disciplines. The program includes a seminar with a scholar of national reputation, monthly meetings with scholars in ethics and the professions, the creation of case studies by faculty, workshops in individual disciplines, and the creation of an ethics resource center for faculty and students.

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Utah Valley State College
Office of Academic Affairs
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Orem, UT 84058

P116P980044 Portland State University (OR) 1998

Sites: Eastern New Mexico University (NM)
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Disseminates to five institutions a process of faculty development in technology which helps faculty evaluate the impact of technology on learning outcomes and examine the cost-efficiency of integrating technology into the curriculum. The project will help participating institutions with faculty development efforts, implement redesigned courses that will reach 100-1000 students on each of five campuses, develop processes at each school for measuring student outcomes, and engage in institutional self-assessment to understand how and technology is working.

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(EC/US=J; Cost=R; Dissemination=P)

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61781 California, University of, Davis
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 70301 Cooper Union School of Engineering
 50423 Illinois Institute of Technology
 60293 Illinois Institute of Technology
 80173 Illinois Institute of Technology
 50731 Illinois, University of
 60198 Indiana University-Purdue Univ., Indianapolis
 50067 Indiana University-Purdue Univ., Indianapolis
 51052 Maryland, University of
 50755 Minnesota, University of
 60229 North Dakota, University of
 60710 State Univ. of New York, College of Tech., Alfred
 80011 Texas A&M University (P)
 50386 Washington, University of
 60511 Worcester Polytechnic Institute

Ethics

60045 Montana, University of
 80040 Utah Valley State College (P)

Faculty Development

50549 American Association for Higher Education
 51130 American Studies Association
 60299 Arizona State University

60463 Brevard Community College
 61781 California, University of, Davis
 51898 City University of New York, Brooklyn College
 80093 College of the Canyons
 61982 Concordia University
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 50625 Rhode Island School of Design

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72026 San Francisco State University
81022 Southern University
60141 South Florida, University of
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50499 Stanford University, Law School
61190 Virginia Polytechnic Institute
61725 West Virginia University
51140 Willamette University College of Law

Handicapped or Disabled Learners

80245 Gallaudet University
70598 Minnesota, University of
51132 Minnesota, University of
70925 Northern Essex Community College
50378 Saint Andrew's College
50960 Saint Cloud State University
72025 San Francisco State University
61561 San Francisco State University
50386 Washington, University of

Health and Medicine

80031 Allegheny University of the Health Sciences (P)
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52180 City College of San Francisco
81263 City College of San Francisco
81537 Colorado, University of, Health Sciences Center
60417 Columbia University
71268 Illinois, University of
70056 Incarnate Word, University of the
61601 Langston University
52224 North Texas Medical Center, University of
81262 San Jose State University
61561 San Francisco State University
60211 Stanford University
61725 West Virginia University

Interdisciplinary Studies

61591 Alverno College
51710 Colorado School of Mines
50795 Fisk University
50731 Illinois, University of
50769 Michigan, University of, Flint
50213 Norfolk State College
60456 South Carolina, University of
51888 Southern Illinois University
50499 Stanford University Law School

International Education

60300 Association of American Colleges and Universities
80340 Association of American Colleges and Universities
60748 Bard College
80245 Gallaudet University
50043 Immaculate Heart College
50263 Institute for International Education
51132 Minnesota, University of
60859 Mississippi Consortium for International Dev.

51522 New Hampshire, University of
81618 Oregon State University
80086 Rhode Island, University of
80492 Southern California University
80035 Tidewater Community College (P)

Language Learning (ESL Projects)

70602 ACTFL
80235 American Council of Teachers of Russian
60308 American Council on Education
50605 American Samoa Community College
61781 California, University of, Davis
80327 Center for Applied Linguistics
70011 Central Washington University
80776 City University of New York, Hunter College
81002 City University of New York, Hunter College
60385 City Univ. of New York, Queens College
50608 College Board
50413 DePaul University
61258 Dona Ana Branch Community College
61251 Hawaii, University of
61634 Landmark College
80596 Michigan, University of
80004 National Foreign Language Center
50322 Northeastern University
70925 Northern Essex Community College
50805 Ohio State University
81618 Oregon State University
81271 Puerto Rico, University of, Rio Piedras
80009 Rhode Island, University of (P)
80086 Rhode Island, University of
80930 Wisconsin, University of, Madison

Liberal Arts/Core Curriculum

80649 American Academy for Liberal Education
80148 Arizona, University of
80536 Bard College
80854 Barnard College
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80318 City University of New York, Brooklyn College
50795 Fisk University
61601 Langston University
50219 Northeastern University
80013 Southwest Texas State University (P)
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60938 Westminster College

Mathematics

80015 Boston College
71703 Carnegie Mellon University
50062 City University of New York, Hunter College
50382 Clemson University
50675 Dickinson University
51282 Fort Valley State University
70933 Hope College
60550 Kennesaw State College
70698 Michigan, University of

51449 Nebraska, University of
51522 New Hampshire, University of
50216 Norfolk State College
51374 Villanova University

Multicultural Curriculum

60748 Bard College
51898 City University of New York, Brooklyn College
50795 Fisk University
81452 Florida International University
61726 Grossmont Community College
51364 Iowa, University of
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61240 Maryland, University of, College Park

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50549 American Association for Higher Education
50125 Duke University
51746 Nebraska, University of
50279 Temple University

School-to-Work Initiatives

51516 Alaska, University of Southeast
71085 Arizona State University
80010 Austin Community College (J)
70011 Central Washington University
52180 City College of San Francisco
51086 City Univ. of N.Y., College of Staten Island
80776 City Univ. of New York, Hunter College
81002 City Univ. of New York, Hunter College
81194 City Univ. of New York, Technical College
80093 College of the Canyons
70301 Cooper Union School of Engineering
70787 Education Development Center, Inc.
61184 Education Resources Institute, The
80808 Gateway Community College
70125 Findlay, University of
60293 Illinois Institute of Technology
50159 League for Innovation in the Community College
50693 Northwest Indian College
80066 Orange Coast College (J)
80874 St. Philip's College
70208 Southwestern Louisiana, University of
51215 Tri-County Technical College
71371 Vermont Technical College

The Sciences

60239 Boston University
80586 Brigham Young University
80860 Central Connecticut State University
70427 City University of New York, City College
51086 City Univ. of New York, College of Staten Island
80249 City Univ. of New York, Queens College
51805 Coastline Community College
80506 Colegio Universitario del Este
80085 Colorado State University (R)
81638 Colorado, University of

60737 Delaware, University of
80016 Delaware, University of (J)
50999 Dickinson College
80015 Earth Imaging Techniques & Their Applications (J)
70125 Findlay, University of
80041 Georgia Institute of Technology (J)
70933 Hope College
71268 Illinois, University of
70318 Illinois, University of
60550 Kennesaw State College
60160 Lawrence Technological University
81469 Maine, University of
70186 Maryland, University of
70834 Massachusetts, University of
50769 Michigan, University of, Flint
70238 Mississippi, University of
50216 Norfolk State College
71905 North Carolina State University
71755 Oklahoma, University of
80003 Oregon, University of (P)
70175 Pennsylvania Institute of Technology
80272 Pittsburgh, University of
81271 Puerto Rico, University of, Rio Piedras
80034 Purdue University (J)
50091 Rensselaer Polytechnic Institute
60592 Richmond, University of
60456 South Carolina State University
80359 Southwest Texas State University
70208 Southwestern Louisiana, University of
60125 Syracuse University
70542 Tufts University
50098 Utah, University of
71688 Utah State University
50386 Washington, University of
50459 Wisconsin, University of
81275 Women in Engineering Program (WEPAN)
60511 Worcester Polytechnic Institute

Service Learning

61282 Arkansas, University of, Little Rock
80027 Bonner Foundation (P)
60859 Mississippi Consortium for International Dev.
80556 Sacred Heart, University of the

Social Sciences

51783 Alabama, University of
51783 Arkansas, University of
40669 California State University, Bakersfield
61781 California, University of, Davis
61506 City Univ. of New York, Queens College
50940 Heritage College
51052 Maryland, University of, College Park
51374 Villanova University
60201 Virginia Polytechnic Institute

Teacher Education

70602 ACTFL
52223 California, University of, Irvine
80327 Center for Applied Linguistics
80860 Central Connecticut State University
70427 City University of New York, City College
81340 City University of New York, College of Staten Island
80249 City University of New York, Queens College
80506 Colegio Universitario del Este
50608 College Board, The
71797 Council of Independent Colleges
50999 Dickinson University
51282 Fort Valley State University
71265 Illinois, University of
71020 Kansas State University
71587 Massachusetts, University of, Lowell
50769 Michigan, University of, Flint
71861 Missouri, University of
52073 Neumann College
50091 Rensselaer Polytechnic University
50625 Rhode Island School of Design
71440 Rice University
70729 Utah State University
51275 Western Michigan University

Teacher Ass't Training/Preparing College Teachers

80148 Arizona, University of
70958 California, University of, Davis
61781 California, University of, Davis
60883 Indiana University of Pennsylvania
51522 New Hampshire, University of
51550 Rutgers University
80537 Pace University
80272 Pittsburgh, University of
70866 Springfield Technical Community College
60237 Wilmington College
80227 Wisconsin, University of, Green Bay

Teaching Effectiveness

50549 American Association for Higher Education
51086 City Univ. of New York, College of Staten Island
60237 College of William & Mary
61622 Evergreen State College
60160 Lawrence Technological University
80071 Manhattan Community College
71698 New Hampshire, University of
71905 North Carolina State University
52224 North Texas, University of
51550 Rutgers University
70432 Santa Fe Community College
80462 Washington State University
60237 Wilmington College

Technology

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51130 American Studies Association
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80586 Brigham Young University
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70958 California, University of, Davis
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71703 Carnegie Mellon University
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70593 College of William & Mary
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81642 Huston-Tillotson College
50043 Immaculate Heart College
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80001 Johns Hopkins University (P)
71864 Kalamazoo College
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80157 Kansas State University
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70834 Massachusetts, University of
71587 Massachusetts, University of, Lowell
80674 Massachusetts, University of
80596 Michigan, University of
70238 Mississippi, University of
60045 Montana, University of
80004 National Foreign Language Center
51449 Nebraska, University of
51966 New School for Social Research
70820 North Carolina, University of, Chapel Hill
60288 North Texas, University of
52224 North Texas, University of, Health Sciences Center
50805 Ohio State University
60900 Ohio State University
52099 Portland State University
50091 Rensselaer Polytechnic University
60592 Richmond, University of
51550 Rutgers University
50960 Saint Cloud State University
70432 Santa Fe Community College
61492 Sonoma State University
61949 South Dakota State University

51888 Southern Illinois University
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70542 Tufts University
81264 Utah State University
61190 Virginia Polytechnic University
50312 Virginia Polytechnic University
60201 Virginia Polytechnic University
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80621 Tidewater Community College



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